The MIDDLEBURY CAMPUS
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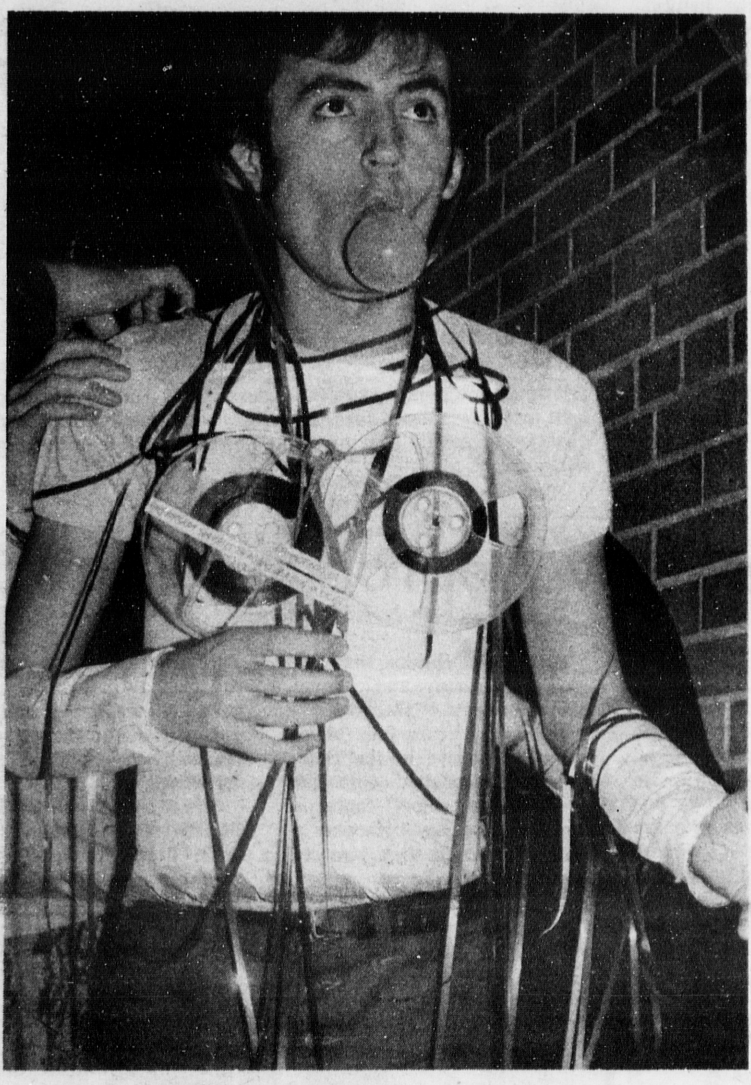
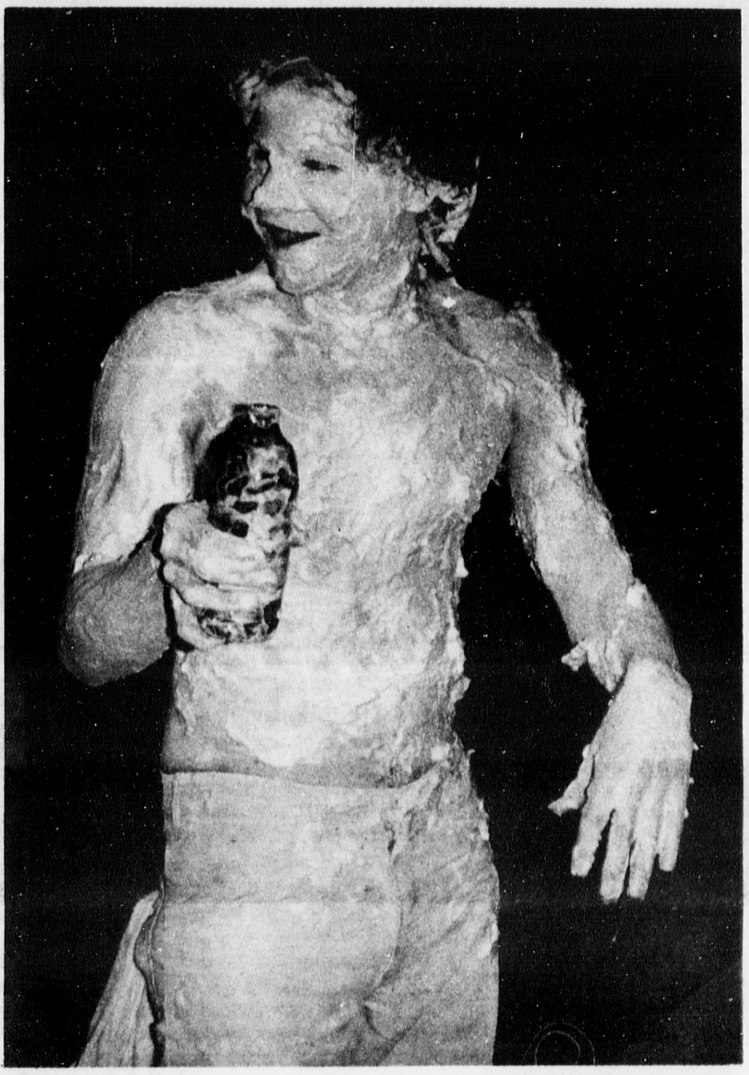
November 3, 1976

It's No Hallucination - It's Halloween!



Charles Frankel, the human computer, is temporarily out of order. When the bulb lights up, Frog Program 01 will simulate the actions of a frog in the U.S.



A slimey spectre stalks the dark night. Fortunately periodic refreshment keeps Chris Granger's "spirits" up.

College Opposes Westerly By-Pass

Route Seven Could Run Right By Your Window

By DANIEL JACOBS

The Town of Middlebury's Transportation Committee has proposed re-routing Route 7 so as to by-pass Middlebury village. After three years of study, the committee's majority report recommended a Westerly by-pass which would re-route the highway through Middlebury College land.

A public hearing held October 27 pitted proponents of the Westerly by-pass against representatives from the College and some local businessmen who favor an Easterly route. College Business Manager James Ross was one of two Transportation Committee members who submitted a minority report recommending the Easterly route.

If the majority proposal were enacted, Route 7 would intersect Route 125 at the bottom of College Hill. This would mean that the highway would cross College land on the westerly side and be clearly visible (and audible) from dorms with western exposure like Hadley, Milliken, Kelley and Pearsons.

The Westerly by-pass would originate on the present Route 7 just north of Foster Motors, which is located several miles south of the village. After circling around the town for 7.1 miles, and passing through College land, the highway would re-join Route 7 at Happy Valley Road, located just north of Chipman Hill.

The alternative, an Easterly by-pass, the route the College supports, would begin approximately one mile north of Foster Motors on Route 7. In total length it would measure only 2.7 miles, less than half the length of the proposed Westerly by-pass. The Easterly route would pass the village to the east, crossing the base of Chipman Hill and intersecting with Route 7 at the same location as the proposed Westerly route—Happy Valley Road.

The estimated cost of the Easterly by-pass is $3,406,000. The Westerly by-pass would cost $11,393,000—eight million dollars more. (To re-build the present Route 7 and make it a four-lane highway through town would cost $6,065,000).)

The Transportation Committee's majority report justifies the additional eight-million-dollar expenditure for the Westerly route by pointing to long-range needs. The report says the town will eventually need a Westerly by-pass, even if an Easterly one is constructed now. If one goes on this assumption, it is clear the Westerly option is cheaper.

The majority report also points out that the Westerly route would provide better service to the college by allowing for direct access from the south. In addition, the report claims better fire and ambulance protection for those on the west side of Otter Creek in the event that the Main Street bridge becomes closed or clogged. And, the Westerly route is, ostensibly, more scenic.

James Ross represented Middlebury College at the public hearing last Wed—nesday. In his remarks, Ross requested town sensitivity to

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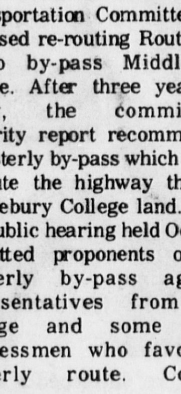
Student Dies in Climbing Accident



DOUGLAS S. PARKER

The **CAMPUS** regrets to inform the student body of the loss of freshman Douglas Parker, who fell to his death while mountain climbing on Wednesday, October 27, 1976. Our condolences to his family and closest friends.

Inside

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Betsy Barber to Translate, Teach Bible to Primitive People

By LIZ PURDY

Betsy Barber has devoted her life to serving God in a unique and unusual way. Within the next 3 years, the Middlebury senior plans to travel to a primitive, tribal village where she will work as a Bible missionary, teaching illiterate people to read the Bible in their own language.

The work necessitates familiarity with the native tongue. Hence, the enterprising student has designed for herself a joint major in Anthropology and Linguistics. The study of linguistics is the study of the phonetic and grammar of languages. No such major is offered by the college, but she says administrators have been very cooperative. With instruction from institutions outside the College, Betsy is learning to spread the Bible's message by translating the English version into the previously unwritten languages of primitive people, and then teaching them to read.

Betsy sees a real "need for our society to begin to look to God for answers." Betsy is not pleased with increasing religious apathy in America and a lack of receptivity to Christianity. She would like to expose other cultures to the "word of God" and give them the opportunities Americans have had.

Betsy does not want to convert the heathen.' Rather, she wants to work as a missionary, according to the goals of the Witcliffe Bible Translators.

Witcliffe is an interdenominational, internationally-organized faith mission which has schools distributed throughout the world. Its home base in Texas is nearby its sister organization—the Summer Institute of Linguistics (SIL). Witcliffe and SIL teach students how to translate native languages and organize missions to underdeveloped regions.

On a sample SIL mission, they might choose to enter an aboriginal region in Indonesia where up to 20 different languages may be spoken. Consulting the government, they propose a contract to determine the translation need. The trained missionaries cooperate and communicate with the Indians, reducing the language to written form. Literacy materials (dictionaries), are provided, the government receives a copy of the language description and in turn, "books of high moral value" (Bible) are distributed.

Betsy's work will not consist of the traditional missionary goal which is, as she says, "open your mouth, we'll shove the Bible down it." Witcliffe emphasizes training local residents from the outset, rather than imposing or interfering with established values or religious beliefs. Once literacy programs begin and the Scriptures are made available, their work is done. How the tribes receive the Bible is left in "God's hands."

Betsy does not feel that her work will disrupt the natural growth of uncivilized societies. She notes that, "God prepared all people for His word," and with rapid worldwide commercialization and expansion, it's just a question of who will reach the tribes first. It is imperative then, to expose such cultures to God's teaching before some other influence comes in and ruins their cultural identity.

Betsy, who was originally a French major, became interested in a linguistics major because it would help her on her missionary expeditions. Her study program as an in-

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Betsy Barber, a senior, plans to spend the next three years in a primitive, tribal village as a Bible missionary. Having designed a joint major for herself in Anthropology and Linguistics, Betsy is qualified to teach illiterate people to read the Bible in their own language.

Littlefield Authors New Approach to Law

By CATHY VONKLEMPERER

If you're going to law school don't be surprised if you find yourself performing on stage or reading **Antigone**, besides other literature. Law schools are adopting a new approach to teaching law. Under this approach, students study dramatic literature, and the presentational techniques of the theatre, as well as the technical elements of law.

David J. Littlefield, professor of English, developed this new approach to teaching law, which had never been used systematically before in any law school. Although Littlefield is not a lawyer and has never taught law, he has a serious interest in it. He reads a lot about law, has friends and relatives who are lawyers, and has been a witness in the court room a number of times. Littlefield says that the more he learns about law, the more he is struck by the similarities between what goes on in the theatre and what goes on in the courtroom.

Littlefield thinks that by studying literature and learning the techniques of theatre, law students can learn how to be more persuasive in the courtroom. He pointed out that lawyers' and actors' concerns are similar. They both play a role with which they want to persuade an audience.

"I developed the idea of teaching law in this way in 1975, in a conversation I had with Edgar Cahn, co-Dean of the Antioch School of Law," said Littlefield.

One of the reasons Littlefield had the idea was that ever since 1973, members of the law

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David J. Littlefield, professor of English, has developed a new approach to teaching law.

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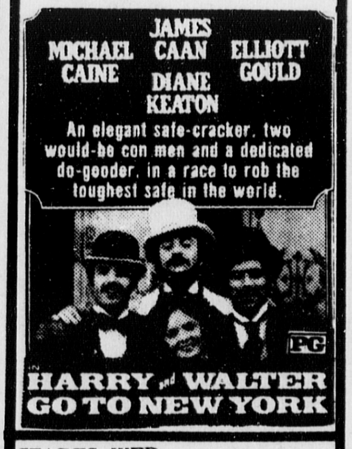
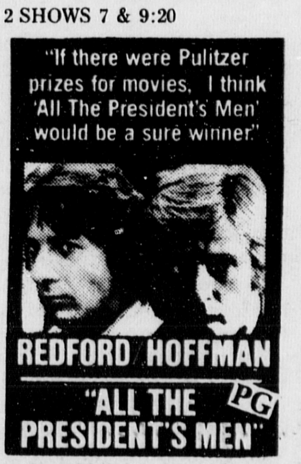

JAMES CAAN
MICHAEL CAINE
ELLIOTT GOULD
DIANE KEATON
An elegant safe-cracker, two would-be con men and a dedicated do-gooder, in a race to rob the toughest safe in the world.
PG
HARRY and WALTER GO TO NEW YORK

STARTS WED.,
NOVEMBER 10
2 SHOWS 7 & 9:20


"If there were Pulitzer prizes for movies, I think 'All The President's Men' would be a sure winner."
REDFORD HOFFMAN
"ALL THE PRESIDENT'S MEN"
PG

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Midd Gets 'Good Ink' in Nat'l Press

News Feature

By KIM REILAND

Middlebury College got some "good ink" in the national press recently.

Pulitzer Prize-winning journalist Edwin A. Roberts, Jr. wrote a highly complimentary story for **The National Observer** entitled, "The Ascent of Middlebury College." (The article, which appeared in the October 23 issue, is reprinted in full on page 3.)

And Middlebury was cited on the front page of **The New York Times** for spearheading a return to "general education."

Edward B. Fiske's piece, entitled "Concept of a 'General Education' is Revived on College Campuses," praises Middlebury's institution of foundations courses and concentrations.

The **Times** story led off with the declaration that "the concept of 'general education,' which holds that a student should be exposed to courses in each of the major branches of knowledge, is making a comeback on American college campuses."

The article, which appeared Tuesday, October 25, consists of a synopsis of the history of required courses and distribution requirements; and examples of colleges which abandoned those restraints under student pressure in the 1960's and are only now beginning again to direct the education of their students. Middlebury is mentioned as the prime example.

"At Middlebury College in Vemont," Fiske writes, "...students used to be required to take at least two terms each in the humanities, a social science and a natural science. This requirement was eliminated in 1970, but the principle has now been reestablished by instituting required 'foundations courses' in the same three areas. Similar steps are being taken at other institutions, ranging from Bowdoin College to New York University."

Fiske attributes this trend to "the new academic seriousness that has characterized students in the last few years" and "a renewed willingness of faculty members to assert academic authority." He says administrators at "leading liberal arts colleges" argue the return to a more structured curriculum is not a roll back to earlier times.

He quotes Middlebury College President Olin Robison as saying, "We respect the need for freedom of choice on the part of students. On the other hand, we are also saying that the institution possesses a degree of knowledge and expertise about the educational process that an 18-year-old should not be expected to have intutitively."

Middlebury was one of many colleges which abandoned requirements in 1970. Fiske says this occurred across the country because "with the

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THE NATIONAL
OBSERVER

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Week Ending October 23, 1976

Mainstreams

. . . The Ascent of Middlebury College

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By EDWIN A. ROBERTS, JR
From Middlebury, Vt.

At a time when most private liberal-arts colleges are complaining about inflation and other perils, 176-year-old Middlebury College isn't complaining at all. It has eight times more applicants than it can accomodate, its finances are comfortably in the black, and its reputation for excellence—a reputation it acquired only in the 1950s—continues to grow.

But the school isn't without problems, and perhaps its most serious problem is an outgrowth of its success. The exceptional teaching program here, especially in Middlebury's famous language schools, has attracted students with good brains and rich parents. Everything included, it costs more than $6,000 a year to attend the college, and this substantial fact is excluding highly qualified students from middle-class families.

The High Cost of Learning

The situation is by no means peculiar to Middlebury. The rapid rise in college fees in the past five years has placed most private instutions out of reach of people who are neither poor nor rich. The poor qualify for any number of grants and loans. The rich simply write a check. Middle-income people can do nothing but choose Behemoth State or one of its smaller branches with an undistinguished faculty and skimpy facilities.

But while the dilemma isn't peculiar to Middlebury, it is exceptionally visible here. There are only 1,880 students at the college, and their affluence is conspicuous.

One example: A popular college hangout is a saloon called Fire and Ice. At most such places the students are content to sit around and drink beer. But the Middlebury kids go to the Fire and Ice for mixed drinks and steak dinners. And running through their conversations are the unmistakable signals of family money.

Nobody is more aware of the situation than Olin C. Robison, a youthful, brilliant, onetime State Department hand who has been Middlebury's president for a little more than a year.

"We recognized the importance of having a student body that is drawn from all economic levels," he says. "For this reason we are working hard to increase our endowment from its present $40 million. Our aim is to achieve a cash flow of $3 million a year from gifts and bequests. We don't believe it's healthy for any college to attract only the affluent. But right now we don't have the resources we need to help large numbers of middle-class students to attend Middlebury."

An Appealing Package

It is true, I think, that all small, liberal-arts colleges look very much alike. But even among its peer schools—Williams, Amherst, Bowdoin, Trinity, Colby, and Wesleyan—Middlebury is exceptional. In at least two respects it is unique, and as a total package it is extremely appealing.

The most famous of all writing programs is probably the Bread Loaf Writers' Conference. Held during a 10-day period in August, Bread Loaf attracts America's best writers to lecture and talk shop. Together with the Bread Loaf School of English, a summer school offering graduate courses, the Writers' Conference has made the name "Bread Loaf" familiar to all literate people—more familiar, ironically, than the college itself, and yet Bread Loaf, of course, is an arm of Middlebury.

This brings up an interesting fact about colleges in general: They are rather naive about public relations. Because of ignorance, excessive self-

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Bakery Lane Soup Bowl

Four Ways To Save Money:

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3. *Share your paté with a friend.*
4. *Let the friend pick up the check.*

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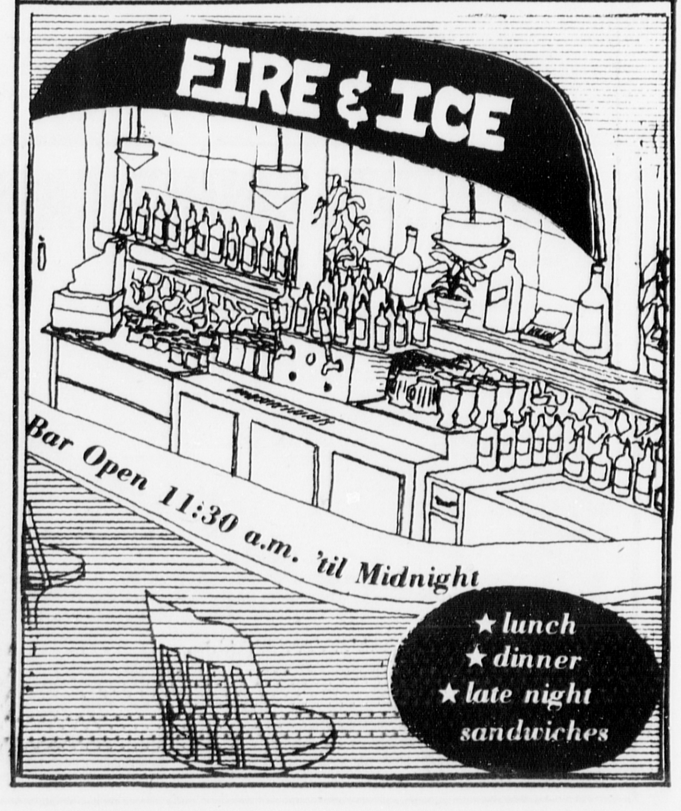


EDITORIALS OPINIONS

About Time Somebody Noticed Us

We all know we're as intelligent as the students at other Little Ivy colleges. Right?

We know we work as hard, or harder, as the students at "comparable colleges;" and we have as fine, or finer, a faculty.

Wait a minute, though: "Comparable colleges" is a very subjective evaluation. To compare is to regard as similar. And though we at Middlebury regard colleges like Amherst, Williams, Bowdoin and Wesleyan as "similar," they do not hold us in the same high regard. At least their student newspapers don't.

I bring this up because Middlebury received some long-overdue positive publicity in the national press last week. When I saw that The New York Times *compares Middlebury (favorably) to Bowdoin, Colgate and New York University, I wondered why no one else does.*

The New York Times *refers to Middlebury as a "prestigious liberal arts college" and a "pace-setter in establishing academic styles." They're right, and by-Jeezus it's about time somebody noticed.*

Every time The Campus *does a story which compares Middlebury with other Little Ivy schools, what we notice is that they don't notice us. We request information from their student newspapers and we get in return charts which they have published to illustrate similar stories which they have done.*

When we re-publish these charts we have to add Middlebury's name to the list of schools for which information is provided. For example, last March when The Wesleyan Argus *published a chart comparing tuition hikes—Wesleyan's to other "comparable institutions"—Middlebury was not one of the 19 schools listed. Those on the list were Amherst, Barnard, Brown, Bryn Mawr, Columbia, Cornell, Dartmouth, Harvard, Radcliffe, MIT, Mount Holyoke, Princeton, Smith, Swarthmore, Trinity, University of Pennsylvania, Wellesley, Wesleyan, Williams, and Yale.*

I would say that's a pretty inclusive list. Yet, it excludes Middlebury. I wonder why. Our admissions office competes for the same students as do these other schools; and our admissions standards are comparably high. Even our sports teams are in the same ballpark.

According to The National Observer, *however, our status is on the upswing. Hopefully, as Middlebury receives more and more national publicity, these other institutions will be forced to take us into account.*

The Observer's *article entitled "The Ascent of Middlebury College" (see page 3) says Middlebury's "peer schools" include Williams, Amherst, Bowdoin, Trinity, Colby and Wesleyan. As* The Campus *does more comparative studies, we'll have to see if these schools are beginning to consider us their peers.*

The Observer *may have touched on the very reason why these schools have ignored us in the past. That is, that Middlebury, like most colleges, has done a poor job of getting its name before the public. But,* The Observer *says, "that situation is about to change" because the Middlebury PR department is under new management. I hope, for all our sakes, that the situation will change—because the reputation of the college is important to all its graduates who seek employment or admission to graduate school.*

One way the PR department could improve the college's reputation, as The Observer *points out, is to publicize the interesting things our professors are doing; be they innovative teaching, research, or publication. And one way the students could help themselves by helping Middlebury is to represent the college at their local high schools during vacation periods.*

The more bright and interesting students which Middlebury can attract, the better for everybody.

The more bright and interesting students which Middlebury can attract, the better for everybody. Bright and interesting people make college more enjoyable and rewarding for all the students, and the students' accomplishments improve the reputation of the college. Go down to the admissions office and inquire about representing the College at your high school during Thanksgiving or Christmas.

—Kim Reiland

Election Hangover

System Responds to 'Squeaks'

Yesterday we all had a chance to vote for our national leader. Unlike any other in the world, our government can endure an endless election on an orderly basis.

The United States schedules its elections so that dissent is voiced logically when a candidate from the outparty receives support and faces a member of the party which holds the White House. For nine months these two—only two, really, when you think about it—run all over the country, placing themselves willingly before public scrutiny.

They make fools out of themselves but everyone who votes sees something attractive in one or unattractive in the other. Every voter actively participates in the change or approval of government. And when the man is chosen, even most of the losers accept the choice; there is little active dissent because the procedure is accepted.

This morning when you woke up, you felt either hung-over or hyperactive, as the weight of nine long months campaigning was lifted yesterday. The morning after hardly seems a time to glory in the system, but it should be. We hear that the two-party system is not adaptable and restricts free expression. But each party maintains more support than others across the nation. Each party realizes that its only hope is in appealing to the majority of the people. For this reason, when the time comes to change, when so many people want change, the system will adapt.

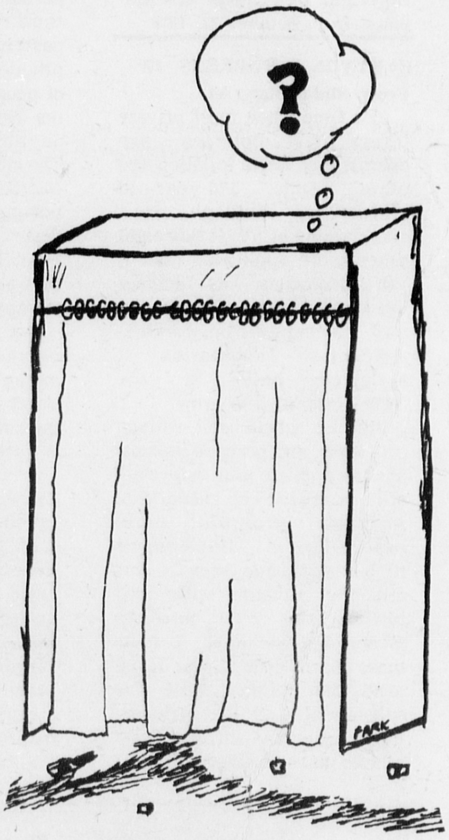
When you think it's too much of a mess, you must remember that its basis is not in activity, but in response. Our government responds *to the people instead of leading them. This reaction is often slow-moving, hindered by minority nterests who are more powerful than they should be. But almost always—and no exceptions come to mind—the system changes or acts in response to a majority appeal.*

Sometimes it seems the majority doesn't knowwhat is right for it. So often things happen that shouldn't be happening, usually because no one even knows what's going on. At these times it is very hard to contemplate and realize that this system reacts instead of acting. The squeakiest wheel, the one which exerts the most pressure on the government in any situation, gets the most grease.

It's a shame that on occasion the pressure is monetary instead of popular. Sometimes it seems unfair. But think again and realize that if you make enough noise some other way, you will get greased instead of the rich guy or organization.

Our system is fail-proof as long as people support it, which they seem to be happy doing. Our system is effective as long as people squeak hard and loud enough to make the government react. The combination of those two facts makes for a good way of life, at least to me.

—Ned Farquhar



THE MORNING AFTER

The MIDDLEBURY CAMPUS

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The opinions expressed in Letters to the Editor, reviews, and commentaries are the opinions of the authors and do not necessarily reflect the opinion of the Campus.

Gerry Peirce

**Have a PAP test.
It can save your life.**

THIS SPACE CONTRIBUTED BY THE PUBLISHER

Letters

Tradition of Petty Theft, Malicious Destruction

To the Editor:

Last night I bicycled to the McCullough Gym to take part in the Halloween Dance. When I left, I neglected to take my bike back with me and, so, walked back to the Gym to retrieve it in the morning. I was shocked to find the bike thrown under a tree, minus one wheel and needing much repair. After much searching, I found the front wheel, spokes broken and rim bent, hidden behind a tree. This incident would not be noteworthy had not it served to reinforce the tradition of petty theft and malicious destruction that Middlebury College has so lately established.

Two other incidents come to mind. The first, and potentially most dangerous, was that various students had the gross insensitivity to leave and enter the Juilliard String Quartet concert whenever they pleased- in the middle of movements, between pieces, etc. I am sure that the people who appreciated the concert were ashamed, as I was, at this behaviour, not only for our own personal inconvience, but also because such behaviour, if it continues, could signal the end of excellent concerts at Middlebury. Groups, like the Juilliard String Quartet, are accustomed to civilised audiences and can well afford to choose where they perform. Middlebury's loss would be great, indeed.

Secondly, I cite an agglomeration of small insults and inconveniences. Everyone can recall the styrofoam cups at Proctor (needed to replace stolen mugs),, missing food from the dorm refrigerator or having clothing stolen from one's bathroom. Recently I had a print stolen from my hall in Atwater.

The point that I am making is this- such destructiveness and insulting behaviour is not the product of one group or another. We have all stolen a mug or behaved in some way destructive to the general social atmosphere. The more flagrant insults are not the products of isolated individuals so much as a product of the general moral and ethical laxity at Middlebury. Barricading ourselves in our rooms and blaming "others" is completely unconstructive, and, if anything, does more to add to the general fear and distrust. The solution begins with the individual caring enough to live up to his social responsibilities to his peers and to society in general.

One would hope that the Middlebury student body, a community from which will come many influential and powerful men and women, can set standards of behaviour befitting these future positions. At the moment, however, I am deeply saddened and embittered by the prevalent attitude.

Kevin L. McNiff

Implications of Opie Letter

To the Editor:

By the time this letter is printed, the presidential election will have been decided, and so the publication of my support for Gerald Ford will be meaningless. Whoever wins, though, I think that some aspects of last week's letter from David Opie (Ford Backer Cites Nixon-Carter Connection) have implications beyond campaign politics.

His emphasis upon Mr. Ford's "election" by Congress, and upon Mr. Ford's experience (as opposed to Mr. Carter's virginity) in federal government admirably reveals an attitude which lost favor in the '60's: deference. The government of the United States is so large and so complex that it is impossible for the average citizen to comprehend its workings. Therefore we must defer our own uneducated beliefs to the knowledge and experience of the specialists, the experts: the politicians.

(This is why, for example, an educational distribution structure is being instated at Middlebury College. It is natural and fitting that students should defer to the more experienced judgement of their collegiate elders to help them achieve a balanced and fruitful college education.)

I do not see how Jimmy Carter, a mere peanut farmer, is worthy of our deference. He simply does not know the federal system inside out as Jerry Ford does, and so cannot be trusted to make wise decisions in this nation's highest office.

I think that in political contests (as well as in all the contests we face in our lives) we should defer our own power of decision to those whose greater experience permits them to know what is best for us (and this does not include the I Ching).

John Mistvoll '77

Hail to Salad Bar Set-Up

To the Editor:

I would like to hail the incorporation of the fine salad bar at Proctor. What pleases me even more is that this stands as proof that the system works. Some folks got together and recommended the salad bar, which the kitchen was more than happy to respond to. If you're going to bitch ubout the food here, take this as an example and ~~bitch~~ constructively.

As an avid busser at Proctor, I find that the most depressing aspect of work is the slop bucket. I speak not only in terms of the physical aspects of handling discarded food, but also the demoralizing effect of watching the garbage disposal overflow, knowing that one out of two people on our globe is hungry.

I cannot approach this question morally, but I can appeal to the individual's common sense. When picking up your tray give a thought to how hungry you may or may not be. "French fries tonight!, I'll get a 'gorilla' bowl full''. I've found most waste in half filled gorilla bowls, as well as on the main plates. It takes very little effort to ask the server to put only a limited quantity on your plate, even if she/he seems intimidating. (I had the experience of getting served by such an attractive face that I completely forgot what I did or didn't want.)

I am not trying to convince you of how good or bad food is at Proctor; I'm simply saying you have a choice not only as to what you want, but also as to how much. Going back for seconds is not morally wrong, whereas leaving a half-filled plate in today's world is. Leaving an empty plate is not only satisfying for you, but it also makes my job easier.

Bonze Lansdale '80

Frontiers Alters Policies

To the Editor:

We, the editor and critical board of Frontiers, Middlebury's literary magazine, have decided recently to change certain aspects of our policy. Due to a lack of submissions we will be producing only one magazine which will be more extensive than past issues have been. Therefore, we would like the college community to continue submitting their works, art and literary, until the end of Winter Term. We hope to be able to send certain submissions back for revision if we deem certain minor changes necessary before the works can be accepted for publication.

Furthermore, we will no longer be writing our critical comments on the actual work, as we did last year, but will be making those comments on a separate sheet of paper which will be available upon request. If you wish to see the comments made about your work simply contact Sibil Smith, Box 2021.

Moreover, in an attempt to make the magazine and its production more accessible to the college community we will welcome anyone who wishes to attend our meetings, which are to be held on a tri-weekly basis. The next meeting will be at 7 p.m. in Forest West lounge on November 3. Those who attend will not have a vote but will be able to voice relevant opinions.

Again, we ask you to continue submitting and hope you will feel free to contact us at any time if you have questions.

Sybil Smith '77
Editor

Commentary

Ideas for Constructive Change?

By Tom Howe

Student Forum Representative

Is the '76—'77 Student Forum going to hear the seemingly familiar round of "The Student Forum never gets anything done, is a waste of time, lots of hot air, etc.?'' Yes, if you, the consitiuents who elected us to represent your concerns through the most influencial expression of student opinion on campus, won't tell us what's on your mind.

Granted, there has been in the past five years a significant trend of college students turning away from political issues and focusing more introvertedly on their own personal spheres, particularly gaining marketable skills and academic achievements which ideally will lead to employment after graduation.

With this same lack of activism present on this campus, one can't help but get the impression that everyone is content with the present ststus quo. I stand corrected, but I can't believe there aren't more of us who wish something could be changed about the place. If I'm wrong, may we all continue to enjoy the heavenly bliss of our beautiful mountains and our academic successes.

If you think of some constructive change for the college, don't just say to yourself "Yea, that's a good idea, and then forget about it; write it down, and then go tell someone what you think, whether it be the President , one of the Deans, a committee, or the Student Forum, whose meetings are open to all students. You don't know where and when the Forum meets? (Not uncommon.) Read the Forum bulletin board in Proctor. You don't know who your representatives are? Come to the next Forum meeting, Sunday, November 7, 7 p.m., Munroe Faculty Lounge, and find out!

Hallow's Eve Prank

Observer Finds Middlebury Girls Attractive

continued from p. 3

satisfaction, or a misunderstanding of the press, most colleges do a poor job getting their names before the public. The world of college PR is a world of missed opportunities. Most campuses have many professors doing enormously interesting things in research and teaching, but rarely does the public get wind of them. (An exception is Princeton, which has a very sophisticated and effective PR department.)

In the past Middlebury has been as negligent in this area as most of the schools. The result has been that while its Bread Loaf operation has gained public fame, and while the college is well known in the education for its top-ranked language schools, the name "Middlebury" has never acquired the instant and admiring recognition the public has long accorded, say, Williams and Amherst.

But that situation is about to change. The Middlebury PR department is under new management, and I suspect that in coming years the school's extraordinary programs and facilities (including several overseas campuses, a huge and stunning French chateau here that houses the French school, and the summer language schools that turn this little village into a Babel of foreign tongues) will gain the larger public notice they deserve.

'The Teariest Place'

Bread Loaf and the foreign-language schools make Middlebury unique because of their pre-eminence. But there is something else here that separates this college from many others. Difficult to define, it is a feeling of friendliness, openness, intelligent informality and democratic good will. Students become so emotionally attached to Middlebury that at commencement "this is the teariest place I've ever seen," says President Robison.

About President Robison: He is one of a very special American species—the intellectual Texan. Like his close friend Bill Moyers, Robison is a former Baptist minister who left that calling for a secular pulpit. Also like Moyers, Robison is a quiet-spoken, almost boyish-looking man of large erudition. And Robison bears an uncanny resemblance to another Texan, TV's Dan Rather—so much so that he is often stopped on the streets and asked for his autograph.

There is always a danger in writing about a quality college that someone interested in attending might be put off by its rigors and standards, not to mention its costs.

Well, I had a long talk with Fred F. Newuberger, the director of admissions, and here are some things to consider. The average SAT scores of Middlebury freshmen are well above a combined 1,200, but Neuberger and his staff are interested in a great deal more than test scores and even high-school records. Along with class rank, which carries a lot of weight with Neuberger, the admissions people give important consideration to any special talents the applicant might have. For instance, a mediocre student might get in if he or she has a demonstrated flair for painting or dancing.

Interested in Interesting Students

Or football. No athletic scholarships are given, but the boy or girl of outstanding athletic ability will find that talent no hindrance in getting into Middlebury. Most of all, Neuberger is interested in interesting students and says it is "great fun to choose someone the computer would reject."

Middlebury has been coeducational since 1883, and women count for half the enrollment. Perhaps it was the bracing Vermont air, but I thought the Middlebury girls especially pretty. Hold everything! I don't want the libbers on my neck for that one. I take it back. I never noticed if the Middlebury girls are pretty. All I know is that they are intelligent human beings who, if they get half a chance from male-dominated society, will turn out to be leaders of men and nations.

For all its virtues, there are two things about Middlebury College that don't appeal to me. It is situated in a little Vermont village that is less charming than you might expect it to be, and it takes more than two hours to drive to the nearest major city, which happens to be in another country. Montreal is closer than Boston. Secondly, there is the Vermont winter, which, for all the talk about the "dry cold," is very cold and snowy. That's fine for skiers but not for civilized people.

But there are compensations, even for nonskiers. Robert Frost's farm (now owned by the College) is close at hand, the autumn foliage is glorious, Lake Champlain is just over the hill, and local TV sets pick up blue movies from Canada.

And—damn the torpedoes—the girls are as pretty as the flowers that bloom in the spring.

Middlebury Makes NY Times, Nat'l Observer

continued from p. 3

advent of the student revolution of the 1960's...students bridled at most expressions of authority, academic or otherwise, and, in the absence of any consensus at the time on the nature of a liberal arts education, distribution requirements seemed arbitrary." In addition, he attributes the abandonment to faculty members who "were more interested in their own specialties anyway, (and) lost the taste to stand up to students on such an issue."

"Now, however, the trend has clearly been reversed," Fiske writes, "especially at the prestigious liberal arts colleges that tend to be the pace-setters in establishing academic styles. The faculty of Middlebury...voted last May to return to the concept of general education. The new plan, which is being phased in this year and next, requires students by their sophomore year to take three one-term 'foundation courses' designed to "offer intoductions to major historical traditions, great ideas and great works, providing foundations for further learning."

"Moreover," Fiske continues, "the coeducational institution in Vermont will require students to assemble, in addition to their major program, a 'concentration' of four courses unified by some general principle such as 'Asian studies' or 'philosophy of science.' " He quotes Robison as saying "the new requirements are not simply a case of 'changing labels and going back to the old system.' Rather they are the product of continuing evolution."

"Abolishing the requirements six years ago was an act of honesty," Robinson told Fiske, "because they no longer made sense. They were no longer based on a consensus about what comprised a liberal education. Having cleared the decks, we are now trying to go on and to rebuild something that will allow maximum freedom of choice for the student while at the same time preserve the intellectual integrity of the institution." "Other colleges are following suit," according to Fiske.

Westerly By-Pass Threatens 277 Acres of Open Land

continued from p. 1

the needs of the College; stressing that the College is the biggest business in town. He noted that the College is a $15-million-dollar operation which employs more than 500 people. Ross added that the Westerly by-pass would destroy 277 acres of open land, whereas only 83 acres would be affected by the Easterly route.

Walter E. Brooker, College Vice President for Development, also was on hand to defend the College's interests. He told the group the attractiveness of the College's rural atmosphere is important to students from urban areas. He said because the bulk of the College's revenue comes from tuition, it is essential the attractiveness not be destroyed.

Stephen A. Freeman, Vice President Emeritus of the College, submitted to the committee at the hearing an alternative to the Easterly and Westerly routes now being considered. Freeman recommended what he calls a "compromise" route. His by-pass would originate on Route 125 one mile west of the campus. From there it would travel north-east, intersecting both Route 30 and Route 22A before joining Route 7 at Happy Valley Road. This would eliminate the problem of aesthetics for the College because the route would not be visible from the dormitories with western exposure. This plan would alleviate the congestion of through traffic entering Middlebury from the west. Freeman stressed that he was proposing this as a "private citizen" and not as a representative of the College.

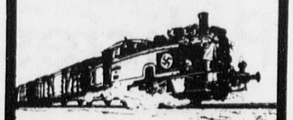
T. Richardson Miner, Assistant to the College President, attended the hearing as an observer, rather than an official representative of the College. Miner says he is opposed to both the currently proposed Westerly by-pass and to Freeman's plan. A selectman in the Town of Cornwall, he noted that Freeman's route would pass through the Cornwall area.

Miner added that one thing which has yet to be considered is the annual cost of $1300 to $1400 per mile for road maintainance. The Westerly route is 4.4 miles longer then the Easterly.

The proposals will now be considered by the Middlebury Board of Selectmen. If approved, a proposal will proceed to the State Highway Commission in Montpelier for consideration.

THE HIDING PLACE

While millions of Americans were fighting a global war, one family was engaged in a personal war. Fighting hatred ...with love.



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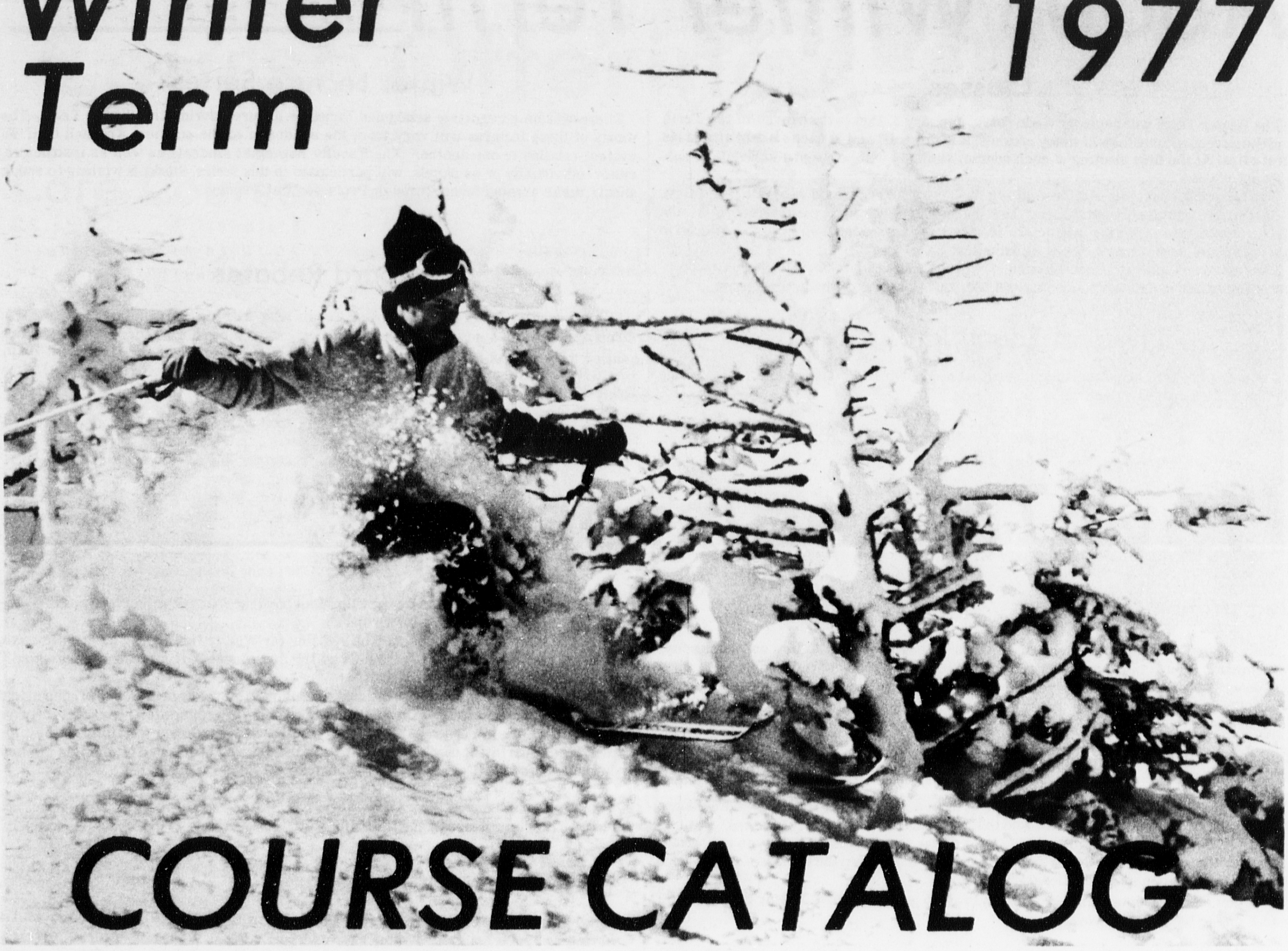
Winter Term 1977



COURSE CATALOG

About Winter Term

The Winter Term offers students and members of the Faculty unique opportunities for study. Each student enrolls in only one course; each instructor teaches only one. Though a course may be offered in successive years, each year it must be introduced and approved anew. Students may study at the College or away from it, independently or as participants in a course, in their major fields or in disciplines they have never studied before. Also, a student has the opportunity to undertake a Winter Internship instead of a formal study. Winter Term exchange arrangements have been established with selected colleges. For the full description of the Winter Term as voted by the Faculty, see pages 38-41 of the 1976-77 Handbook.

The Core Curriculum offers the student a choice of nine courses, each collegially taught by several members of the Faculty; the subject of each either explicitly, or by the issues it implies touching upon enduring problems of thought and conduct, either classical concerns or fundamental challenges presented by changing society. While it is hoped these courses will average about forty students each, adherence to a 1:20 faculty/student ratio will insure personal contact, indeed a situation more favorable than some regular courses where enrollments may go as high as forty students to one instructor.

The rest of the Winter Term curriculum will consist of a variety of courses, both interdepartmental and departmental and at various levels from beginning to advanced. Some of these courses are intensive in character, offered by a teacher usually in the field of his or her specialization, and intended for students with some background, while others are experimental, , in the sense of offerings not of a kind normally available in the curriculum and/or not central to a teacher's specialization and/or conducted in a form different from normal course patterns.

A department may normally require its students to take no more than one of its Winter offerings during four years. Students are urged to take a Winter Term course in substantially different areas in freshman and sophomore years. Over four years a student may take no more than three Winters in one department. There is no limit to the number of Interdepartmental courses a student may take. If a student takes an Interdepartmental course during his Freshman year, he may, as a Sophomore, take either another Interdepartmental course or any regular departmental course.

Winter Grading System

In order that members of the Faculty might offer courses not suited to letter grading and that students might be encouraged to study subjects unfamiliar to them, Winter Courses and Independent Projects, are graded as Pass, Fail, or Honors. In Winter courses which would lend themselves to the letter grading system, Pass is equivalent to a grade of C-or more. Winter Internships and Reading Groups are graded Credit/No Credit. If a student fails to meet the responsibilities attendant on Internship, he will receive no credit for the Winter Term and will have to make up the credit in a manner approved by the Curriculum Committee. For purposes of graduation, academic standing, probation, and other appropriate concerns, receiving credit for an Internship will be equivalent to a Pass grade and failure to receive credit shall be equivalent to a Fail.

Students who fail Winter courses, Independent Winter Projects, Internships or Reading Groups, will be placed on probation and required to undertake studies approved by the Curriculum Committee. Appropriate work in a summer school is frequently accepted. Failure in this work will normally result in dismissal from the College.

Continuing work, such as a thesis, honor project, or Senior Independent Study, which is either begun, continued, or completed during the Winter Term, will be graded under the letter system when the work has been completed. Prior to that time the work will receive an "In Progress" grade of Satisfactory of Unsatisfactory.

All other Winter work must be completed by the end of the Winter Term. Grades of Incomplete will be submitted according to the usual procedures, and students receiving such grades must complete their work satisfactorily by the end of the Spring Term immediately following.

Winter Internships

Winter Internships are designed to involve significant, high level exposure to the fundamental work of an established profession.

Internships must be sponsored by a member of the College Faculty or staff who is qualified to judge whether the proposed Internship is of sufficient scope to be of value and to assess the results of the Internship experience. In addition to a campus sponsor, the student must have a written confirmation of his project from an on-site supervisor who is willing to write an assessment of the student's work as an Intern. At the end of the Internship, the student, his on-campus sponsor, and his on-site supervisor must submit evaluation reports to Professor Emerson, Chairman of the Winter Term Curriculum Committee.

Freshmen normally will not elect an Internship, and students who take more than one internship in four years should elect them in substantially different fields.

Auditing

The Faculty encourages students to audit Winter Courses. Instructors will accomodate as many auditors as the nature of their courses and the facilities available to them permit. To audit a course, students need only obtain the permission of the instructor in charge.

Introductory Foreign Language Programs

Foreign language courses, numbered 101 during the Fall Term, will continue during the Winter Term. Each student currently taking such a course, who expects to enroll in 102 in the Spring, must arrange a schedule for a continuing language program during the Winter Term. Students are to make these arrangements with their current language instructors at class meetings during the week of November 1 through 8.

Final examinations in language course continued during the Winter will require no preparation beyond that given at weekly drills and laboratory sessions. Grades in continuing language programs will be incorporated into Spring grades in those courses.

Students who continue their studies of an introductory foreign language during the Winter must also pursue a Winter Course or Independent Winter Project. Students enrolled in two beginning language courses which continue during Winter Term will not be required to enroll in a regular Winter Term Course; in this case arrangements should be made through the Dean of Students.

continued on p. 8

About Winter Term

Classes

The Winter Term will begin on Wednesday, January 5. Due to the brevity of the Term and the infrequent meetings of many courses, it is imperative that each student attend his first class. At the first meeting of each course, students will be given a schedule of subsequent classes.

The following courses are offered in Winter Term, 1977. Core Courses are listed first, followed by Interdepartmental and Divisional Courses, all cross-referenced in the departments from which the instructors are drawn, followed finally by courses offered in the individual departments, listed alphabetically.

Courses are numbered consecutivel 01.7, 02.7, 03.7, etc., and should be registered for accordingly. (Only independent work—500, 600, 700—does not have a decimal point.)

Physical Education Program

For complete program description, see Course Registration Catalogue for Fall-Spring Terms 1976-77, pages 49 and 50.

Winter Lecture Series

There will be a regularly scheduled series of lectures during the Winter Term. The topics of these lectures will vary from the academic to the sublime, and will bear no evident relation to one another. The Faculty hopesthat students as well as instructors, either individually or as panels, will participate in this series. Students wishing to speak should make arrangements through Professor Pat Cooney.

Board Rebates

Students enrolled both Fall and Spring Terms who take meals on campus both of those terms and who will study off campus for two weeks or more during the Winter Term are entitled to rebates of $12.00 per week for the time away. Applications for Winter Term Board Rebates are available at the Proctor Information Desk and must be returned to the Dean of Students' office by December 6, 1976.

How To Register

Registration Materials

Your Winter Term Registration Card will be placed in your mail box on Wednesday, November 3. It must be returned to the Dean of Students' Office by Wednesday, November 10, sooner if possible, because the priority system depends in part on the random order in which the cards are returned.

Instructions

1. In consultation with your Advisor list seven (7) courses in order of lessening preference, including among the seven **at least two (2) Core Courses.** Be sure course numbers are complete and accurate, and that your Advisor has signed your card.

2. If you elect a course numbered 500 (see 4 under Independent Work), you need complete only the first choice on your Registration Card, and obtain the signature of both your Advisor and Chairman of the Department.

3. If you elect a course numbered 600 (Internship or Independent Winter Project, see 1 and 2 under Independent Work):

a. Your project must be approved by the Curriculum Committee prior to registration.

b. You must obtain the signature of your Advisor.

c. You need complete only the first choice on your Registration Card, provided you have received official notice of approval of your project by the Curriculum Committee. If not, you must register for seven courses and seek a course change in the normal manner if you are approved later for an Internship or Independent Winter Project.

4. If you elect a 700 course (see 3 under Independent Work), you need complete only the first choice on your Registration Card, and obtain the signature of your Advisor.

5. Reading Groups.

a. Groups must be approved by the Curriculum Committee prior to registration by any participant. All Groups must be approved prior to November 1 and no student may enter a Group after that date.

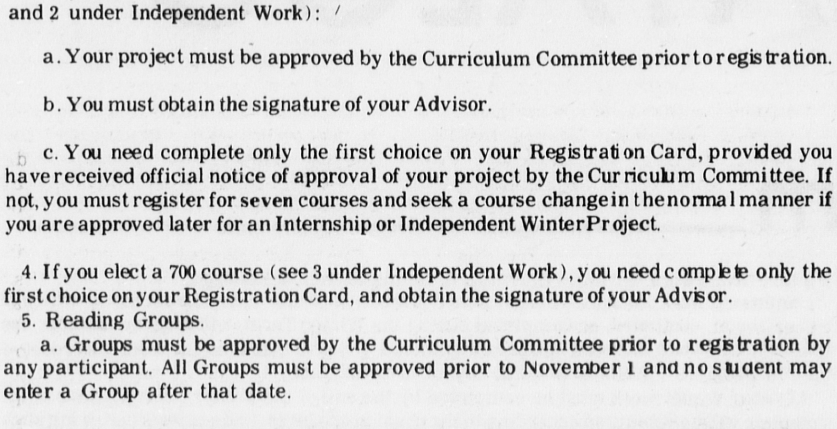
b. You need complete only the first choice on your Registration Card provided you have received official notice of approval by the Curriculum Committee. This notice will indicate the course number for which you should register (e.g. RG 85.6, RG 86.6, etc.).

c. You must obtain the signature of your Advisor.

d. If official notice has not been received, you must register for seven courses and seek a course change in the normal manner if you are approved later.

e. Students approved for a Reading Group may drop only by action of the Curriculum Committee which may cancel a Group if it is judged that it can no longer function effectively.

6. You must submit a Winter Term Registration Card even if you are not electing a Winter Term program. (There should be a brief note of explanation, e.g. "On Leave").



WINTER TERM REGISTRATION CARD

ASSIGNED CHOICE →

STUDENT NAME **STUDENT NUMBER** **BOX NO**

	Choice	Course Number	Choice	Course Number
W	1st	BI 28.6	6th	EL 38.6
I	2nd	HI 47.6	7th	MA 48.6
N	3rd	CC 01.6		
T	4th	AL 19.6		
E	5th	CC 04.6		
R				

INSTRUCTIONS

1 List courses in order of preference, indicating seven (7) choices.

2 At least two (2) choices must be core courses, designated by the departmental prefix cc.

3 After obtaining your advisor's approval, hand in this card at the Dean of Students' office.

SIGNATURE OF ADVISOR

ADVISOR APPROVAL

Independents and Internships

General rules governing Independent Work: Freshmen are not normally eligible for Internships. Independent Winter Projects or Reading Groups. No more than two units of Winter Term may be taken in these categories.

1. Independent Winter Projects: Students who register for Independent Winter Projects (i.e., projects similar to a 500 project during the Fall or Spring) are to designate their studies by the course number 600, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Independent Winter Project." (For example: English 600, Independent Winter Project.)

2. Winter Internships: Students who register for Winter Internships are to designate their choice by the number 600, preceded by IN, and succeeded by the title "Internship." (For example: IN 600, Internship.)

3. Senior Independent Study: Students beginning or continuing Senior Independent Study (usually a Senior thesis or independent reading in preparation for comprehensive examinations) are to designate their study by the course number 700, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Senior Independent Study." (For example: Psychology 700, Senior Independent Study.)

4. Honors: Seniors beginning or continuing Honors work are to designate their studies by the course number 500, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Honors." (For example: Physics 500, Honors.)

Priorities for Registration

Nine Core Courses will be mounted this year, with a faculty/student ratio of 1:20 assuring the personal contact that characterizes normal Winter courses. Because several faculty members will be committed in advance to each course, it will be necessary that these courses run at or near capacity enrollment. While the Curriculum Committee is confident that the Core Course offerings are attractive and will be heavily subscribed, should registration prove a course or courses to be seriously underenrolled, the Curriculum Committee will eliminate the course or courses, and negotiate reassignment of faculty, and/or possibly the opening of additional courses, and will inform the community of the revised options.

As in the past, every effort will be made to place students in their first choices, with seniors having first preference, juniors second, and so forth. In order that the system function smoothly and fairly, it is essential that all students-except those registering for Honors, Senior Independent Work, or already approved Independent Winter Projects, Internships, or Reading Groups-must offer seven (7) choices.

Students who have permission to do Independent Projects or Internships may register instead for a choice of seven courses if they prefer, without informing the Curriculum Committee of their change of plans.

Registration

Each student must return his or her signed card to the Office of the Dean of Students no later than 3 P.M. Wednesday, November 10. Failure to do so will severely limit a student's choices since course assignments will be made immediately upon the conclusion of Registration.

The results of Registration will be posted in Proctor Hall and the Library.

Course Changes

Course changes may be sought during the first five days of the Winter Term, but only with the instructor's signature. The Dean of Students' office will have information and forms. Students are advised that many courses may have progressed to a point where they cannot be entered after the first two or three days.

Physical Education Registration

Registration for Winter Term Physical Education instructional courses will be held in the Memorial Field House Lobby from 9-12 and 1-4 on November 30, December 1, 2. Further details will be posted in the Field House.

Remember...

Registration Deadline is

Wednesday, November 10

Course Offerings: Winter 1977

Core Courses

CC 01.7 Alternative Energies: Integrating People and Processes

Directors: Mr. McCormack, Mr. Palatt, Mr. Wolfson

The aim of this course is to explore viable alternatives to our present energy and food production systems, and our energy-intensive society's use of those systems. The intent is to provide a broad survey of energy production and usage; alternative energy sources; decentralized, non-polluting agriculture and aqua culture; self-contained living systems; and the social and environmental implications of these alternative technologies. Topics to be covered include basic concepts of energy; fossil fuels and nuclear fission; alternative sources of energy including solar, nuclear fusion, geothermal, wind water, and biofuels; conservation practices; reclamation of matter and energy from wastes; and the development of small-scale self-sufficient communities. The course will include field trips, building design, construction of simple devices such as solar collectors, or projects involving evaluation of alternative energy systems. No science background necessary.

Method of Instruction: Lectures, discussions, field trips, and projects.

Limit of Enrollment: 60

CC 02.7 Modes of Thinking: The Child, the Artist, and the Scientist

Directors: Mr. Jimenez, Mr. Prouty

Everyone knows that we are not born possessing language. But it took the studies of Jean Piaget to show that neither are we born with any sense of time, space, or cause-and-effect. All of these things have to be actively "constructed" by the child over a long period of trial and error. Piaget believes he sees certain parallels between the construction of these notions in the child and their more formal and explicit construction in the various fields of study which students of the liberal arts think of as the "academic disciplines." The purpose of this course is, then, twofold: (1) to study Piaget's theory of how the child develops the structures commonly called "time," "space," "causality," and "symbol"; and (2) with the help of several panels made up of guest professors from approximately a dozen academic departments, to explore the relevance of Piaget's findings to the traditional disciplines.

Students will be required to read unabridged works by Piaget, to participate in discussions of the texts, to assist in the faculty panels by carefully considered questions, and to write a brief paper on each major topic. There will be a final paper in which each student will be expected to make his or her own synthesis of the materials and concepts of the course

Method of Instruction: Lecture and seminar.

Limit of Enrollment: 40

CC 03.7 The Law of the Sea

Directors: Mr. Rosenberg, Mr. Wheeler

A classroom simulation of the Law of the Sea Conference in which students will play the roles of delegates from countries attempting to draft an international treaty. The purpose of the course is to familiarize students with the basic issues surrounding the Law of the Sea, with the difficulties involved in getting international agreement on those issues, and with the unusual international politics involved. Examples of the issues include the seaward limits of national sovereignty rights to ocean resources, rights of transit, revenue sharing, controlling ocean pollution, and the creation of a system of ocean law with the political machinery to implement it. Each student will prepare a position paper in addition to participating in the conference.

Method of Instruction: Lectures, classroom simulation, paper presentation

Limit on Enrollment: 40

CC 04.7 St. Augustine on the Divided Mind

Directors: Mr. Nuovo, Mr. Tillinghast

An examination of the relation of conversion, controversy, and the development of doctrine to intellectual discovery as exemplified in the life and work of St. Augustine of Hippo.

Method of Instruction: Lecture and Discussion

Limit on Enrollment: 40

CC 05.7 Limits of Science

Director: Mr. Glassley
Moderator: Mr. Elton

Since the early 1950's, science has come under increasingly severe attacks from critics who are concerned that science is affecting society and attitudes in inappropriate ways. This criticism will be examined through the writings of scientists and non-scientists who have dealt with the problem of defining the goals and methods of science. The degree to which the results of scientific research apply to human experience will be discussed.

Method of Instruction: Informal seminars, directed reading

Limit on Enrollment: 40

CC 06.7 Women and Madness

Directors: Ms. Maguire, Ms. Hayward

The quest for innocence, the loss or fear of the loss of virginity and the ensuing madness/hysteria are some of the constant themes of the English and French novels depicting women from the late 17th century to the late 19th century. We shall examine the interweaving of these themes as portrayed by the heroines of the following novels: **La Princesse de Cleves (The Princess of Cleves), La Religieuse (The Nun), Les Liaisons Dangereuses (Dangerous Acquaintances), Justine, Clarissa, Wuthering Heights,** and **Madame Bovary.** All works will be read and discussed in English.

Method of Instruction: Lecture and discussion

Limit of Enrollment: 40

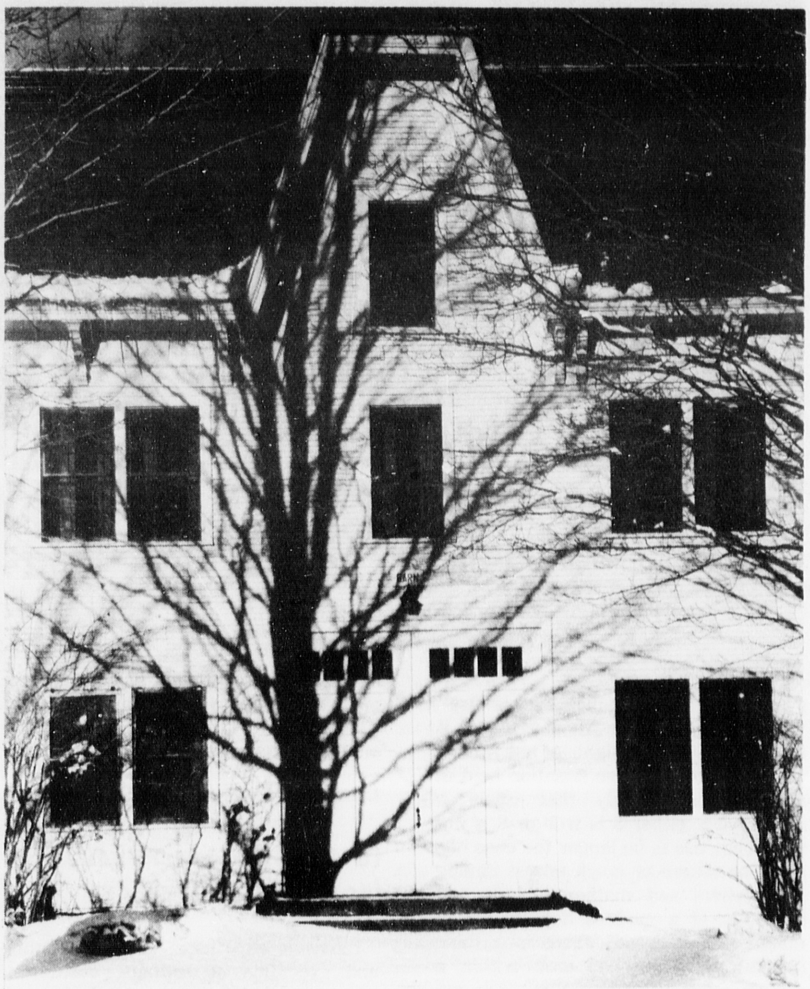
CC 07.7 Freedom and Empire: Ancient and Modern

Director: Mr. Dry
Moderator: Mr. Leng

Classical political philosophy, while it discoursed on the perfect regime, regarded the actual life of politics as one of two possible choices for the truly outstanding individual. This was because freedom and government, or empire, were capable of lifting all men beyond their poor selves to an active partnership in human excellence. We can barely recognize such a position today, as society replaces polity and individuality replaces citizenship. Is this changed perspective either desirable or necessary? Partly to answer those questions, but also to recover the citizen's perspective on human life, this course will examine four comprehensive and instructive accounts of governments, or empires, involved in the most complete political activity, war. We shall study Thucydides' **History of the Peloponnesian War**, David Halberstam's **The Best and the Brightest**, Shakespeare's **Henry V**, Winston Churchill's **History of the Second World War**.

Method of Instruction: Lecture and Discussion

Limit on Enrollment: 40



CC 08.7 Consciousness and the Brain: Inquiries into the Mind-Body Problem

Directors: Ms. Baker, Mr. Woodruff

During the past twenty-five years, extraordinary advances have been made in understanding the functioning of the brain. These advances are reflected in the development of effective antiepileptic drugs, drugs and surgical procedures for the successful treatment of Parkinson's disease, vaccines which effectively combat neuro-viruses like rabies and polio. A perusal of recent research reports indicates that advances in even more startling directions, such as regeneration of severed spinal cords and prosthetic devices which directly stimulate the visual cortex of the blind, may be in the offing.

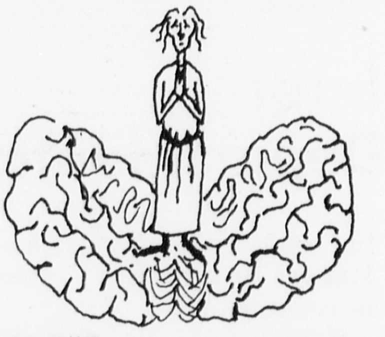
In addition to solution of these practical problems, increased understanding of brain function has led to some reconsideration of philosophical views concerning consciousness and the mind. In this course we shall examine some of the recent discoveries about the functioning of the human brain, particularly the higher integrative functions of the cerebral cortex. An attempt will be made to develop an adequate philosophical framework in which to place these observations.

Particular philosophical questions will include these: How is consciousness related to the brain? Can mental properties—such as those associated with beliefs, desires and perceptions—be reduced to nonmental properties? How are we to understand unity of consciousness and personal identity, given bisection of the brain? A secondary philosophical problem which will be considered is that of the relevance of empirical data to conceptual problems.

Class meetings will be held for two hours three days a week. Three quizzes over assigned reading are scheduled and a take-home test covering broader questions will be required.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 40



CC 04.7
ST AUGUSTINE ON THE DIVIDED MIND

CC 09.7 Crises in Mathematics

Directors: Mr. R.Martin, Mr. Wald

In Lewis Carroll's **Through the Looking Glass**, at one point the White Knight tells Alice he has written a song, and "...either

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it brings the tears into their eyes or else" "Or else what?" asks Alice. "Or else it doesn't-" says the Knight. At one time it was felt that the above situation held in mathematics, namely that given a statement S, either S is true or S is not true. That this is no longer the case has been the source of much unrest among philosophers and mathematicians and the basis of a modern day "crisis in mathematics." Today there is a third possibility! It may be that, within a certain set of rules or axiox6, it is not possible to decide whether S is true or false. A well known example of such a statement is Russell's paradox (1919): If in a certain village a barber shaves all those persons and only those persons of the village who do not shave themselves, then does the barber shave himself? If he does, then according to the above principle, he doesn't. If he doesn't, then according to the above, he does!

This course will investigate various topics in the history and philosophy of mathematics and will, in particular, investigate the three major crises of mathematics and the resulting philosophies and mathematical concepts that have arisen through attempts to resolve them. Topics will include elementary logic, sets, counting, the axiomatic approach, the real number system, Euclidean geometry, the discovery and significance of non-Euclidean geometry, and Godel's incompleteness theorem.

Method of Instruction: lecture and informal discussion

Limit on Enrollment: 40

Prerequisites: Two years of high school mathematics.

Inter-Departmental

ID 10.7 Company, by Stephen Sondheim

Mr. Drewes, Mr. Todd

Full-scale production of **Company** to be performed at end of Winter Term: Director, Stephen Drewes; Music Director, George Todd; Assistant Directors, Katherine Skrobela, Paul Skrobela: Choreographer, Karen Amireault. Auditions for performers and instrumentalists November 3,4,5, in Johnson Building. Production requires 17 singers, reeds, woodwinds, brass, percussion electric guitars, violins, rehearsal pianist.

Students who are interested but who have not yet auditioned should consult Mr. Todd or Mr. Drewes immediately.

Method of Instruction: Rehearsal

Limit on Enrollment: 50

ID 11.7 Design/Production for Musical Comedy

Mr. Potter

Intensive experience on the planning and execution of settings, costumes, props, and lighting for a production of **Company**. Calls will be each afternoon, Monday through Friday, during the first three weeks. During the dress rehearsal/performance sequence, calls will also be in the evenings.

All interested students should see Mr. Potter before registration, but previous experience in this area is not needed.

Method of Instruction: Studio

Limit on Enrollment: 20

ID 12.7 The Sporting Myth and the American Experience

Mr. Haerle, Mr. Lindholm

"...Life itself is often perceived as a kind of game, and protagonists are presented as game heroes."

Competitive sports are an integral part of American life. Through direct participation or vicarious involvement in athletic activities from early childhood on, each of us shares in a fundamental cultural experience. We learn the "rules of the game" and find ourselves "tested" in the heat of the contest. We anticipate participating in the "American Dream."

But is the game a good model for understanding life? Are life's rules all that consistent? Do sports provide us with appropriate and useful (male and female) images of heroic (or anti-heroic) types? In what ways do sports involve some of our most sacred values? What does sports participation mean to the individual athlete? Has the role of women in sport changed in recent years? Can the average person learn by vicarious identification with sports figures? What happens to the former athlete—what sort of psychological impact does he experience upon "retirement"?

To answer these and similar questions, we shall read several novels which adopt a sports motif. They are characterized by several recurring themes and reflect internal contradictions: winning versus losing, success and mobility versus failure and disillusionment, individual versus group performance, innocence versus experience, fantasy versus reality—all in the context of the American dream. To supplement these issues, we shall explore the relevant sociological literature with regard to values in sport, mobility via athletic careers, adjustments of former athletes, and the conflict of individual and team performance. In broad and comparative terms, what do fictional accounts and sociological research tell us about the role and meaning of sports in American life?

Wiley Lee Umphlett's **The Sporting Myth and the American Experience** (1975) will provide the basic framework for the course. We shall read six to eight novels or plays from the following list: John Updike, **Rabbit Run** (1960); Bernard Malamud, **The Natural** (1952); Mark Harris, **Bang the Drum Slowly** (1962); Arthur Miller, **Death of a Salesman** (1949); Robert Coover, **The Universal Baseball Association, Inc.** (1968); Jason Miller, **The Championship Season** (1972); Leonard Garner, **Fat City** (1968); Don DiLillo, **End Zone** (1972); Harry Beckham, **Runner Mack** (1972); and Philip Roth, **The Great American Novel** (1973). These will be supplemented with relevant sociological materials. James Michener's **Sports in America** (1976) will be used to summarize the course. Requirements will include two short (5-7 pages) papers during the course, with a longer paper due at the end of the term.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 30

ID 13.7 Tropical Ecology

Mr. Woodin, Mr. Illick

A field investigation of the terrestrial, freshwater and marine habitats and organism of tropical British Honduras and Guatemala. Archeological study of Mayan civilization at Tikal.

Method of Instruction: Lectures, field trips, discussion, individual projects and papers
Fee: $650 for travel, room, board.
Limit on Enrollment: 30

ID 14.7 The Real Russia

Mr. Beyer

The highlight of the course is a two week visit to the Soviet Union. The group will visit Moscow, Leningrad, Novgorod and Vladimir-Suzdal. Special emphasis will be placed on visits and excursions to historical and architectural monuments and to storehouses of Russian icons and native Russian art. In addition there will be two theater performances and three banquets with Old Russian cuisine. Eighteen hours of lectures and selected readings before departure will prepare the student for this uniquely Russian experience.

Method of Instruction: Lecture and two week tour
Fee: $880 for travel
Limit on Enrollment: 29

ID 15.7 Introduction to Stone Learning

Mr. McFarlane, Mr. Harris

The course will introduce students who have had no experience with carving or sculpture to the basic techniques of the craft (hammer, point, claw, file and finishing methods). Each student will have two large pieces of Vermont marble and will work in a traditional, studio atmosphere along with staff and guest stonecarver, Charles Wells, a sculptor with an international reputation. The ancient, classical craft of stone carving—erroneously believed by many to be beyond their natural strenth—is explained and illustrated by the atelier method of master and student working together, criticizing together, and bringing work to completion together.

Method of Instruction: Studio

Limit on Enrollment: 25

ID 16.7 Workshop in Body Movement for Actors and Other Non-Dancers

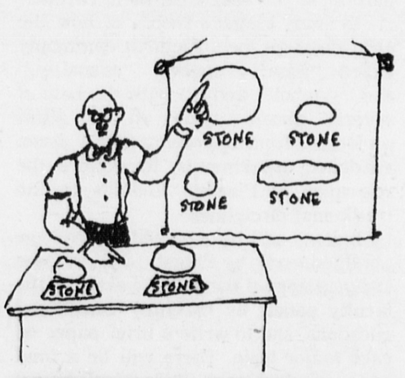
Ms. Mesavage

This course is designed for those who wish to gain greater control and awareness of their body as an instrument of expression. Exploration will be done in qualities of movement as related to sound, emotion, and characterization. Work on movement, shape, efforts, tension/relaxation, tempo and rhythm will be combined with carefully designed exercises from the more traditional dance vocabulary in order to promote greater coordination, flexibility, and strength. Each student's problems will be treated individually with corrective exercises. The course is designed for the student who might otherwise have never had the opportunity to gain exposure or experience in this area. It does not carry credit either in dance or theater, and is designed for students lacking exposure in those areas.

Method of Instruction: Lecture and practice

Limit on Enrollment: 20

INTRODUCTION TO STONE
LEARNING



ID 17.7 Initiators and Followers, or Why the World Has Never Heard of Anyone from Middlebury

Mr. McDonald

Originators of ideas, be they in the humanities, the arts, the sciences, religion, technology or public affairs, are rare, and great ones very rare indeed. Most humans on the other hand are able to imitate these ideas in the sense of understanding them at least to some degree. It will be argued that most human learning both at home and in educational institutions is a matter of attempting to imitate what has been created by the initiators, and that initiators, or at least the great ones, cannot be made, they are born with that

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curious and rare facility.

This course will attempt to designate who the initiators have been and are, locate them in time and place, and question whether or not the supply is running out. It will discuss the biological foundations of imitation or learning, point out certain historical excesses or fads, and look briefly at the present cult of age group imitation.

Basic ideas necessary to discussions will be presented in lectures, but the majority of the course will consist of seminars based on the reading of various books and articles. Authors to be read will include Charles MacKay (**Extraordinary Popular Delusions and the Madness of Crowds**), Gunther Stent, Karl Popper, Aldous Huxley, Thomas Kuhn, Sorokin, Tolstoi and Carlyle.

Method of Instruction: Seminars and lectures

Limit on Enrollment: 20

ID 18.7 Game Theory

Mr. Coughlin

The course will focus on many player games with the emphasis on cooperative games. The text will be Anatol Rapaport's **N-Person Games**. The examples will be economic and political (bargaining, markets, committees, coalitions, voting, etc.).

Method of Instruction: Teaching with student participation

Limit on Enrollment: 20

Prerequisites: EC 215 recommended, or confidence with sets and matrices.

ID 19.7 Laboratory in Biochemistry

Mr. Bennett, Mr. Tatum

This course is offered to acquaint the student in some depth with biochemical methodology. The laboratory will concentrate in three areas including the purification of enzymes and other proteins from whole tissue and the study of their physical and catalytic properties, the purification of nucleic acids and the examination of source of their physical parameters, and the determination of metabolic pathways through the use of radioisotope tracers.

Method of Instruction: Laboratory and discussion

Limit on Enrollment: 10

Prerequisites: CH241 and (CH421 or CH422 or BI 110)

Internship

IT 20.7 The World of Medicine

Moderators: **Dr. Barrett, Mr. Eichen**

The cost of health care, the range of practice and specialties, the world of para-professionals, hospitals and administration, health care delivery, the ethical problems of medicine. Through special readings and seminars with distinguished representatives of the professional medical community, this program introduces students to the world of the professional medical community. An attempt will be made to assess the medical profession in terms of the personal satisfactions and strains, political and social impact, the nature of the skills and training necessary, and the range of "human possibilities" open in the medical profession. The internship will have two moderators and a schedule of visitors. The College will be using its resources of alumni, trustees, and friends to offer a wide variety of guests representing many viewpoints within the profession.

Method of Instruction: Lecture and discussion.

Limit on Enrollment: 40.

American Literature

AL 21.7 Occupational Lore

Mr. Beck

A study of the adaptation of traditional folklore forms to the modern, technical and occupational oriented society. The course will investigate the function of traditional beliefs in establishing cohesive occupational groups, the introduction of "new folk" language and the possibility for and difficulties encountered in the creation of a folklore in modern, literate, urban society.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 40

AL 22.7 Robert Frost: The Major Themes

Mr. Conron, Mr. Munford

An examination of **Complete Poems** to discover the 'constellations of intention' in groups of related poems throughout the body of Frost's work. The examination will start with **A Boy's Will** and proceed to each succeeding volume in the order of its initial publication.

Method of Instruction: Discussions, occasional lectures, short papers, term paper.

Limit on Enrollment: 40

AL 23.7 Wilderness and the American Mind

Mr. Andersen

This course will focus on selected American writers' imaginative responses to wilderness. Literature discussed will include such works as Henry David Thoreau's **Cape Cod**, Jack London's **The Call of the Wild**, Henry Beston's **The Outermost House**, Ernest Hemingway's **Green Hills of Africa**, and James Dickey's **Deliverance**.

Method of Instruction: Discussion and paper

Limit on Enrollment: 20

AL 24.7 William Carlos Williams

Mr. Buckeye

We will examine Williams' use of the local and the past in **Paterson**, **Pictures from Breughel**, **In the Money** and in some selected short stories. In addition, we will briefly trace the influence of Williams in selected works of a few contemporary writers. One other Williams book of fiction or poetry will be required reading

Two papers will be done: one studying the relationship between the Williams book selected and the four basic texts; a second studying the influence of Williams on one of the contemporary writers read.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 25

Prerequisites: Some prior experience in poetry is desirable.

Art

AR 25.7 Photorealist Drawing

Mr. Bumbeck

The initial week of the course will involve examination and discussion of the work of contemporary photorealist painters and their drawings through slides, reproductions and actual drawings. There will also be extensive experimentation with dry media to explore linear, textural and tonal possibilities. The background provided by this initial work will aid the student in carefully selecting a subject and planning the actual drawing project which will cover the rest of the semester. The development of the drawing or drawings will include daily discussion and involve three full eight hour days (minimum) per week of work in the studio. A background in both drawing and basic design would be helpful.

Method of Instruction: Discussion and Studio.

Limit on Enrollment: 20.

AR 26.7 Henry's Attic

Mr. Andres

This course will be concerned with interpreting the Sheldon Museum, with its priceless documentation of nineteenth-Century life in a New England village. The building, furnishings, artworks, artifacts, and archival materials will be examined selectively to illustrate the many facets and great potentials of the study of material culture. Individual students will select objects or themes for research and ultimate interpretation as mini exhibitions utilizing museum possessions.

Method of Instruction: Lecture, Discussion, Research

Limit on Enrollment: 20.

AR 27.7 Writing About Art

Mr. Hunisak

This is a writing course which investigates the problems involved in using words to describe the non-verbal experience of art works. Each student will write two or three papers per week, which will be evaluated and used as the focus for class discussions. The course will meet at least three mornings per week for a two or three hour session.

Method of Instruction: Seminar.

Limit on Enrollment: 20.

AR 28.7 Drawing the Human Figure, an Historical Approach

Mr. Colbert

This course will attempt to introduce the student to academic methods of drawing. Students will begin by working from drawings and sculpture before turning to a live model for the last two weeks. Lectures on academic practices and the figure in art will be given once a week. It is hoped that the student will not only acquire some technical proficiency, but also gain a greater understanding of the thought and procedure behind much of Western art.

Method of Instruction: Lecture for one hour a week and three hours of studio instruction daily.

Limit on Enrollment: 18.

See also Interdepartmental
See also Photography

Biology

BI 29.7 Molecular Control of Development

Mr. Saul, Mr. Watters

A critical examination of molecular mechanisms underlying the development of animals (primarily). We shall investigate the results of current work in such areas as: the metabolism of nucleic acids and proteins during gametogenesis and early development, the influence of maternal genes on embryogenesis, control of sequential gene activity, differentiation and the maintenance of the differentiated state. Students will present brief, oral resumes of research papers, and written work will include one or more brief literature reviews and a final examination.

Method of Instruction: Lectures and discussion

continued

Limit on Enrollment: 40

Prerequisites: BI 314 or BI 205

See also Core Courses
See also Interdepartmental

Chemistry

CH 30.7 Scientific Creativity - A Chemistry Course for Non-science Majors That Is Entirely Laboratory

Mr. Gleason

This course is presented in an attempt to develop in non-science students an appreciation of the nature of a scientific experiment. The data obtained as results of an experiment are seldom answers but usually pieces of a puzzle that must be fit together to create simple summarizing statements or models. By performing a number of reasonably simple experiments, the course will demonstrate that real imagination and creativity are among the attributes of an effective scientist. The students will gain experience in how to reason systematically in synthesizing seemingly disparate pieces of evidence into meaningful conclusions and will learn some chemistry as a dividend.

Method of Instruction: Hands on laboratory experience—some brief lectures and laboratory demonstrations of technique by the instructor.

Limit on Enrollment: 20.

CH 31.7 Glassblowing

Mr. Harnest

A practical course in the art of blowing glass in the construction of glass apparatus for science projects. The laboratory experience will start with mastering the simplest operation of joining two pieces of glass tubing of the same diameter (straight joint) and progress to increasingly sophisticated joints and seals, including the ring and Dewar (thermos bottle) seals. Instrumentation experience will include use of glassblowing lathe.

Method of Instruction: Lecture demonstration and laboratory.

Limit on Enrollment: 10.

CH 32.7 The Chemistry of Our Atmosphere

Mr. Kamarchik

A study of the physical structure as well as the chemical composition and important chemical reactions taking place at all levels of the atmosphere. The knowledge of thermodynamics and kinetics necessary to an understanding of the systems studied will be developed in the course. Particular topics will include: structure, ion-molecule reaction kinetics, atmospheric thermodynamics, sampling and analytical techniques, and important reaction cycles involving oxygen, ozone, nitrogen and carbon and sulfur compounds. Consideration will be given to man's impact on these cycles.

Method of Instruction: Lectures, individual conferences.

Limit on Enrollment: 20.

Prerequisizes: Chem 101 or high school chemistry.

CH 33.7 Instrumental Methods of Chemical Analysis

Mr. Pool

Analytical methods chosen mainly from the areas of spectrophotometric and electrometric analysis will be examined in detail.

Method of Instruction: Lecture and Laboratory.

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Halloween at Middlebury— Spe

Halloween Hullabaloo

Wild savages and Raggedy Anns were smashed and smashed together at Sig Ep's annual Halloween hullabaloo last Sunday night. (upper left) Chris Oakes, Dave Martens and Jane McKinnon were penned in and caught by the camera.
(Photo by Richard Tarlov)

Smashed Together

Halloween found Jeff Shane and Tom Smith hepped-up in a hairy hodge-podge of costumes wearing everything from racket covers to Clapton. (upper right)
(Photo by Richard Tarlov)

Great Pumpkin Grins

Babes with great pumpkin grins, naughty nuns and "juiced-up" gypsies ham it up for Halloween. (Photo below) Members of this tipsy trio are (l-r) Kathleen Cregan, Barb Burham, and Missy Bongartz.
(Photo by Richard Tarlov)

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Manning the United Way Marathon to the Tune of $200

WRMC raised funds for United Way to the tune of $200 playing jazz, rock, rhythm and blues in the Crest Room last Friday. Manning the United Way Music Marathon were (l-r) Dave Wyskiel, Jeff Anderholm, Chris Graff of WFAD and WCVM, Frank Sesno, and Representative from Midd, Jim Douglas. (Photo by Andrew Weiss)

WRMC-FM
MIDDLEBURY

Gangsters Storm Old Chapel

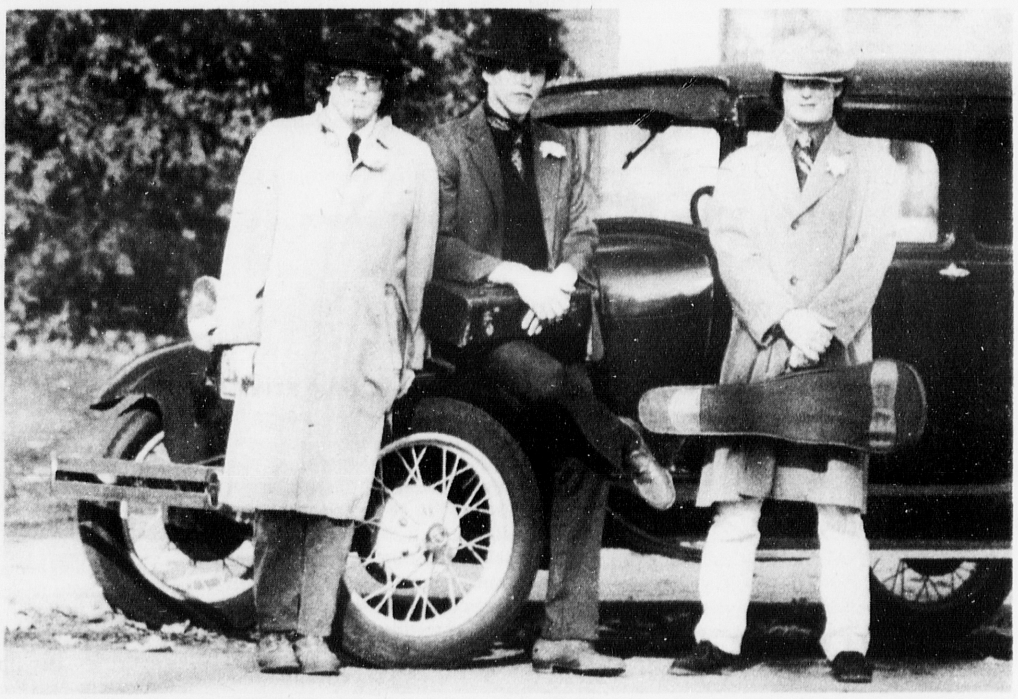
On October 29 at approximately 2 o'clock p.m. a mob of gangsters stormed the administration building, taking chief of Campus Security Fred Spencer as hostage and demanding to see the cashier.

They managed to break through tight security measures enforced for the protection of Old Chapel Personnel by concealing weapons in violin cases and trench coat pockets.

The mob was later identified as consisting of ''Switch-Blade'' Anderson, ''Snake-Eyes'' Parks ''Snatch'' Graham and Charlie ''The Pet'' Rock. The Rock, slightly confused in his tack, was conned into paying his tuition instead of making the withdrawal.

An unwilling photographer was forced to record the terrifying incident, but aside from a few secretaries who passed out from fright, there were no injuries. The mob escaped in a Model T Ford with Connecticut license plates and as yet have not been apprehended, although it is rumored that they have since been seen at Fire & Ice.

Security slipped and a mob of gansters overran Old Chapel last Saturday. Security Guard, Fred Spencer was held at gunpoint by (l-r) ''Switch-Blade'' Anderson, ''Snake-Eyes'' Parks, Charlie ''the Pet Rock'' and ''Snatch'' Graham. (Photo by Cappy Jackson)



Charlie ''the Pet Rock,'' ''Snatch'' Graham, and ''Snake-Eyes'' Parks make a leisurely get-away with the goods stashed in innocent-looking instrument cases. (Photo by Cappy Jackson)

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Limit on Enrollment: 10.

Prerequisites: CH211 or CH351.

See also Interdepartmental.

Chinese

CS 34.7 Beginning Chinese

Mr. Berninghausen

An introduction to Mandarin (the official modern language of China, also known as Gwoyeu or putonghua). The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught along with the simplified characters in use on the Chinese mainland. Students will have an active knowledge of 600 Chinese characters and more than 1000 words by the end of 102.

Method of Instruction: Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson.

Limit on Enrollment: 20

CS 35.7 Excursions in Sinology

Mr. Lighte

A topical approach will guide this prototype foundation course on China. Distinctive qualities of traditional society will be discovered by examining samples of archaeological records, classical philosophy, painting and calligraphy, and poetry. These insights will then be returned to their context within the agrarian ideal and urban reality of pre-modern society.

Method of Instruction: Lecture, discussion, demonstration.

Limit on Enrollment: 40

See also Sociology—Anthropology

Classics

CL 36.7 T. Macci Planti Aulularia

Miss Heibges

An Introduction to Latin Comedy, its style, verse, and song forms.

Method of Instruction: Seminar

Limit on Enrollment: 10.

Prerequisites: Three years of Latin.

See also Interdepartmental.

Economics

EC 37.7 The U.S. Energy Crisis and its Implications

Mr. Smith

A study of the U.S. energy crisis and what this crisis means for the American people. The dimensions of the crisis will first be ascertained. Then the most probable solutions will be evaluated. Unless there are technological breakthroughs on a time basis not presently within the realm of probability, the American people will have to make dramatic alterations in their life styles within the next decade. Each student is expected to write a paper on some aspect of the Crisis.

Method of Instruction: Assigned readings, lectures, films, slides, guest lecturers.

Limit on Enrollment: 25.

EC 38.7 Two Taxes: Too Neglected?

Mr. Craven

1. Many European nations (20 worldwide) annually tax personal wealth. The rationale for and administration of these taxes will be examined, in part as a basis for a review of U.S. wealth taxation. The class will attempt to construct a model wealth tax.

2. In a world of finite resources, a tax based on annual aggregate personal expenditures rather than income offers possibilities for effective conservation and saving. The main work to be considered is Nicholas Kaldor's **An Expenditure Tax**.

Method of Instruction: Lecture and Discussion.

Limit on Enrollment: 20.

EC 39.7 The Controversy Over the Limits to Growth

Mr. Wolff

The first and second Reports to the Club of Rome have generated heated debate between "doomsday prophets" and optimists both on a purely technical as well as on a moral or ethical level. The course will examine the arguments and attempt to evaluate their merits.

Method of Instruction: Discussion.

Limit on Enrollment: 20.

Prerequisites: Some familiarity with science and economics.

EC 40.7 Inequality and Poverty

Mr. Sommers

This is a survey course of topics concerning the distribution of income in a mixed capitalist economy such as the United States. Following a brief introductory discussion of income distribution facts and determinants, selected topics such as negative income taxation, family allowances, wage supplements, and related anti-poverty policies will be considered. Demand-supply graphing and indifference curve analysis will be the principal analytic approaches.

Method of Instruction: Lecture.

Limit on Enrollment: 20.

Prerequisites: EC 155.

EC 41.7 Applied Macroeconomics

Mr. Guentner

This course is designed to supplement the EC 150—EC 350 sequence (which is theoretically oriented) by examining how actual economic forecasts are carried out through the use of econometric models. This process will include the examination of actual econometric models such as the Federal Reserve Board—MIT econometric model. The course will **not** emphasize estimation techniques or esoteric solution methods. Rather, the course will concentrate upon developing an intuitive understanding of econometric forecasting.

Method of Instruction: Lecture and Discussion.

Limit on Enrollment: 20.

Prerequisites: EC 150, 155, 350.

See also Interdepartmental.

Think Snow!

English

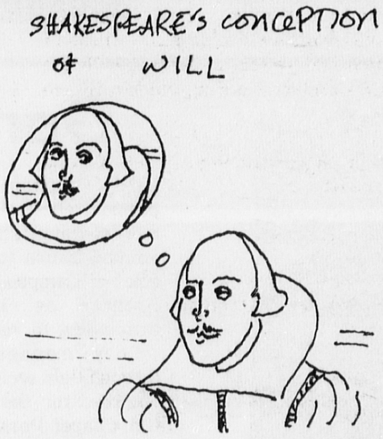
EL 42.7 Writing Short Fiction

Mr. Clagett

The course is designed as an opportunity for students inexperienced in writing fiction to discover if they have talent for and interest in such writing. There are no pre-requisites. The class will meet for the first three days of winter term, for the reading and discussion of model short stories. During the second week of winter term, the students will be free to write their first stories, with the instructor available for conferences and questions. During the third week, the class will meet from 9 to 11 each morning, for reading and discussion of the stories produced. The fourth week will be free for writing, with the instructor available, as before. The final week, with five two hour meetings, will be occupied again with readings and discussion of student work.

Method of Instruction: Lecture, readings, discussion

Limit on Enrollment: 20



EL 43.7 Shakespeare's Concept of Will

Mr. Pack

In sonnet #135, Shakespeare puns on his own name, "Whoever hath her wish, thou hast thy Will, And Will to boot, and Will in overplus," so that the word, WILL, means (at least) carnal desire, the ability to choose, and one's own essence and identity. In this course, **MacBeth** and **Othello** will be examined closely in the light of Shakespeare's central concept of will.

Method of Instruction: Discussion

Limit on Enrollment: 20

EL 44.7 Emily Dickinson

Mr. Hill

In a cast off remark, Robert Frost once called Emily Dickinson "that poor little thing." Being neither impoverished even in a figurative sense nor diminutive in anything but physical size, her femininity was, one speculates, what Frost may have been deriding. Through a wideranging reading among her poems, this course will attempt to provide a corrective to any lingering misconceptions about the identity of and achievement of one of America's greatest poets.

We will meet twice weekly for two-hour sessions. Several short papers and in-class presentations will be required. Some prior college experience in poetry courses is desirable though not a pre-requisite. Students without such background are, however, urged to discuss their qualifications with the instructor before registration.

Method of Instruction: Seminar

Limit on Enrollment: 20

The 1977 Winter Term
Course Guide was
Produced by the staff of
The Middlebury Campus

EL 45.7 Mythologies Timeless and Timely, Traditional and Contemporary

Mr. Littlefield

A study of the symbols, images, archetypes and emblems which shape the imaginative life of contemporary culture, including Greek and Roman mythology (Homer, **Odyssey**; Sophocles, **Oedipus the King**; Euripides, **Bacchae**; Lucretius, **The Nature of Things**; Ovid, **Metamorphoses**, selections from the Old and New Testaments (Genesis and Exodus, the Story of King David, the Book of Job); (selected Epistles of St. Paul; the Gospel According to Matthew; the Book of Revelation); and 20th Century myths of Inner and Outer Space (Freud, **Moses and Monotheism**; Jung, **Memories, Dreams, Reflections**; Stanley Kubrick, **2001: A Space Odyssey**).

Method of Instruction: Seminar

Limit on Enrollment: 20

EL 46.7 The Brontes of Haworth

Mr. Prickitt

The Brontes (Charlotte, Branwell, Emily Jane, Ann) are one of the most fascinating families in English literary history. Through a reading of their writing and of the biographies by Winfred Gerin of Charlotte and Emily plus a consideration of other biographical and critical materials, we shall try to reach an understanding of what life was like for the Bronte children in that isolated parsonage in Haworth, Yorkshire, and how genius came into being, and how it manifested itself in such novels as **Jane Eyre, Wuthering Heights, and Villette.**

Method of Instruction: Seminar, films

Limit on Enrollment: 20

EL 47.7 Dickens and America

Mr. Magnet

A study of the two books on which Dickens based his visit to America in 1842—the travel book, **American Notes**, and the novel, **Martin Chuzzlewit** ("the greatest comic novel in English"). The emphasis will be on how to read a novel closely and critically, but we will also consider the often disillusioned and hostile responses to America of other foreign travellers of the early nineteenth century, and we will examine the idea or myth of America in the English and European imagination—an idea which originally created such great expectations, doomed from the start to disappointment.

Method of Instruction: Seminar

Limit on Enrollment: 20

EL 48.7 European Drama: Renaissance to Modern

Mr. Bertolini

This course will trace the development of European dramaturgy from the rebirth of classical comedy in Renaissance Italy (Ruzzante) through the Spanish Golden Age (Lope and Calderon), French and Italian Neoclassicism (Corneille, Racine, Goldoni, Marivaux, Beaumarchais), German, French and Russian Romantic drama (Goethe, Schiller, Kleist, Hugo, Musset, Gogol), and finally, the transition to Modern drama (Zola, Ibsen, Shaw, Pirandello). European dramatists have consistently dealt with the great conflicts of western civilization—the problems of the private individual vs. those of the public individual, illusion vs. reality, love vs. marriage—and in doing so have always sought new dramatic forms to express their meanings. We will examine in depth one play by each of the dramatists named above in order to see their imaginations at work devising new dramaturgic strategies to deal with their changing perceptions of the individual's place in the world. We will read the plays

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in translation, but students who read them in the original will be welcome.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 20

EL 49.7 Poetry Workshop

Mr. Gavin

Students will have an opportunity to write several poems and share them with others who will offer helpful criticism; in addition, they will examine the strategies of contemporary poets to broaden and deepen their own work.

Method of Instruction: Discussion, workshop

Limit on Enrollment: 15

EL 50.7 A Room of One's Own: Personal Identity in Novels by 19th and 20th Century Women

Ms. Landesman

Through close readings of selected novels by writers from Austen to Lessing, the class will study the changing models for personal identity seen by these writers as available to women. Special attention will be given to the romantic model of self-completion through the Other, and the question of whether women artists must deal differently with this model than their male colleagues.

Novels will be chosen from among the following: Jane Austen, **Persuasion;** Emily Bronte, **Wuthering Heights;** Charlotte Bronte **Jane Eyre;** Kate Chopin, **The Awakening;** Virginia Woolf, **Mrs. Dalloway;** Gertrude Stein, **Three Lives;** Jean Rhys, **Wide Sargasso Sea;** Doris Lessing, **The Golden Notebook.** Background reading will include Virginia Woolf's **A Room of One's Own,** Denis De Rougement's **Love in the Western World,** and Carolyn Heilbroner's **Toward a Recognition of Androgyny.** Students are requested to come to the first class prepared to discuss **A Room of One's Own.** Students will be expected to have some familiarity with the English novel.

Method of Instruction: Seminar

Limit on Enrollment: 20

Prerequisites: Freshman Writing Program

See also Core Courses

French

FR 51.7 Poesie de la Chanson Contemporaine

Mr. Saint-Amour

This course will concentrate on the evolution of the French song since 1850. Students will listen to, discuss and analyze the works of poet-composers, singers, and their themes and techniques. Songs by Beranger, Bruant, Piaf, Brassens, Brel, Ferre, Ferrat, Montand and others. (In French)

Method of Instruction: Lecture and discussion

Limit on Enrollment: 20

Prerequisites: Facility in French, particularly comprehension (level of FR 205-206)

FR 52.7 Active Oral French

Mr. Barenbaum

Students will conduct interviews in French on campus and off. They will prepare and read a short story, a play and poems. Curricular materials for use in teaching French will be created by the class. The course will involve studio work, and the tapes will be made available for use by the radio station and other schools in the area.

continued

Method of Instruction: Discussion

Limit on Enrollment: 8

Prerequisites: FR 206 or very distinguished work in FR 205

See also Core Courses
See also Interdepartmental

Geography

GG 53.7 Appalachia: The Biography of a Depressed Region

Mr. Brainerd

An in-depth exploration of cultural and economic poverty in one of America's most depressed regions, based on the bestselling writings of Kentucky ex-legislator Harry Caudill (**Night Comes to the Cumberlands, 1963; The Watches of the Night, 1976**). We will attempt to trace the interplay of physical, social, economic, and political forces responsible for the region's condition in the early 1960's when it was first brought to national attention by John F. Kennedy, and will critically evaluate the efforts of our political system in dealing with the region's problems during the last fifteen years.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 20

See also Core Courses
See also Interdepartmental

Geology

GL 54.7 A Perspective on Time

Mr. Baldwin

This offering will look at the phenomenon of time, especially in terms of its use in geology to determine rates of processes. What does the absolute geologic time scale tell about rates of mountain building, of erosion of mountains, of sedimentation in the ocean? For post-glacial events, how fast has sea level risen, how long has it been at its present level, what changes have occurred since the still-stand? To what extent is man affecting rates of geologic processes? How does man respond to hazards that affect an individual only once in a lifetime, such as landslides, major earthquakes, or major floods?

Method of Instruction: Workshops the first week to establish geologic principles and select topics; individual work on a subtopic, with some general meetings for progress reports; final editing and mimeographing in last week.

Limit on Enrollment: 20

GL 55.7 Economic Geology

Mr. Clague

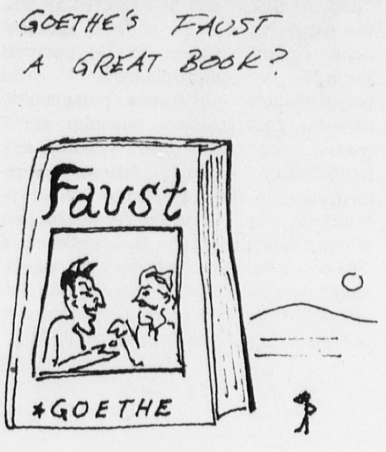
The geologic setting and origin of ore deposits and fossil fuels will be examined. The estimated reserves of these deposits, the techniques of extraction and refining, the cost (both in terms of money and energy) of extraction and refining, and the present uses, projected requirements and possible substitutes will be explored.

Method of Instruction: Each student will be responsible for preparing an oral presentation and leading a discussion about a particular resource. A paper based on the oral presentation will be due at the end of the term.

Limit on Enrollment: 20

See also Core Courses

German



GN 56.7 Goethe's Faust - a "Great Book"?

Mr. Huber

Through a close reading of a modern translation, the course will attempt to set up a critical framework for the underlying question. Attention will be paid to the Faust-material in its historical development, its timeliness and timelessness, the interrelation with Goethe's thought and other writings, the reception of the play both then and now and its impact on the visual arts. (In English).

Method of Instruction: Seminar

Limit on Enrollment: 20.

GN 57.7 The Novels of Gunter Grass

Mr. Vail

Grass' novels **The Tin Drum, Cat and Mouse, Dog Years,** and **Local Anaesthetic** will be interpreted and analyzed in a seminar format. Special emphasis will be given to the **Tin Drum** , which brought Grass immediate international fame but **Local Anaesthetic,** portraying the benumbed society of the late 1960's (perhaps equally or even more applicable in many ways to the mid 1970's) will also receive its fair share of scrutiny. (In English)

Method of Instruction: Seminar.

Limit on Enrollment: 20.

GN 58.7 Thomas Mann's Literary Career

Ms. Summerfield

During a literary career which spanned six decades (1894-1954), Thomas Mann was continuously creative and active. The course will examine writings from all periods of his life in order to try to understand his importance as a prominent international literary figure in the 20th century. Particular emphasis will be placed on Mann's life, including autobiographical and biographical readings. Special points of interest will be: The effect of the exile period on Mann's writings; The problem of translating Mann. Works will be read in translation, or in German if desired.

Method of Instruction: Seminar.

Limit on Enrollment: 20.

History

HI 59.7 The Holocaust: the Killers, the Killed, the Survivors, and the Bystanders

Ms. Lamberti

The course will begin with a brief study of anti-Semitism in Germany and the breakdown of the symbiosis of the Germans and Jews after 1920. The class will then examine the Nazi strategy for solving the "Jewish question" leading up to genocide. Reading diaries and eyewitness accounts will enable the class to see what life was like in the Warsaw ghetto and the concentration camps and to get some understanding of the psychological stages through which the Jews passed in the Nazi dehumanization process and how some Jews sustained terrible damage in mind and body and yet remained alive and still human. To make this historic event meaningful today, the class will discuss what the testimonies of the survivors communicate to us living in the aftermath of the Holocaust—what are the constitutive elements of humaneness? On what ethical inperatives do the existence of community and a fruitful life depend? Is there in man an unsuppressible urge toward human dignity, decency, giving and sharing? At the end, the class will take up the problem of the bystanders. What did the people and governments in America and Britain know about the Nazi plans for the annihilation of the Jews and how did they react to this knowledge? Why did the outsiders remain bystanders to genocide?

Method of Instruction: Seminar discussion.

Limit on Enrollment: 20.

HI 60.7 The Agrarian Theme in American History and Literature, 1620-1860

Mr. McCardell

A reading and discussion course that will focus on the origins, development, and significance of a "rural ideology" in American history from the time of the first settlements to the outbreak of the Civil War. After reading several interpretative studies of the impact of "the land" upon American attitudes and institutions, students will explore primary materials in selected topics, including the Plymouth and Virginia settlements, the farmer in the new American nation, New England utopian communities, and the pro-slavery argument.

Method of Instruction: Reading and Discussion.

Limit on Enrollment: 20.

HI 61.7 V.I.Lenin: The Flesh and Blood

Mr. Brainerd

Great historical figures tend to become dehumanized. We will try to relate Lenin, the thinking and feeling man, to the actions of Lenin the Leader, to recover the personality behind the figure of the revolutionary titan, to turn bronze back into flesh and blood. Reading for the course will include Solzhenitsyn's **Lenin in Zurich**, selections from Lenin's writings, the recollections of Krupskaia and Valentinov and a variety of paradoxically depersonalizing personality studies. Class will meet twice a week for intensive discussion. Final paper required.

Method of Instruction: Seminar.

Limit on Enrollment: 20.

HI 62.7 The Trans-Mississippi West and the Culmination of the Sectional Crisis

Mr. Cox

Preliminary reference to national expansion to the Pacific coast will precede a discussion of Manifest Destiny, the frontier, and the idea of the West in America's social and cultural history. The significance of the Kansas-Nebraska Act of 1854 in Missouri and in Kansas as a prelude to the Civil War will be the prime focus of the course. The impact of railroads and agriculture on sectional politics, settlement and demography, attitudes toward slavery and race, and patterns of culture will receive close attention.

Method of Instruction: Lecture and discussion, a seminar format

Limit on Enrollment: 20.

HI 63.7 Abraham Lincoln, Politician and Statesman

Mr. Catton

An examination of the life, philosophy, and career of the 16th president, with particular emphasis upon his role in the slavery controversy (both before and during the war) and his qualities of leadership. Readings will include selections from Lincoln's own writings, the opinions of contemporaries, and a few important biographies and Civil War histories.

Method of Instruction: Seminar-discussion.

Limit on Enrollment: 15.

See also Core Courses

See also Chinese.

Mathematics

MA 64.7 Computer Problem Solving Using BASIC

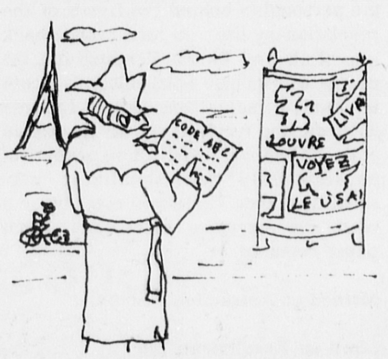
Mr. Krupp

An introduction to computer problem solving techniques using BASIC. Intensive use of the computer throughout. Emphasis is on the fundamental aspects of the BASIC language as implemented onour system. Problems will be selected from a variety of disciplines. IMPORTANT NOTE: This course is NOT a cognate for MA 130; emphasis and depth of coverage will be substantially different from MA 130. Both courses introduce the BASIC language; however, this course focuses on the computer as a problem solving tool, whereas MA 130 is intended as a broader introduction to the field of Computer Science. Persons unsure as to how this distinction affects them are strongly encouraged to talk with Mr. Krupp prior to registering for this course.

Method of Instruction: Lecture and extensive use of the computer for problem solving

Limit on Enrollment: 40

Prerequisites: None. Students with credit for MA 130 or equivalent are not allowed to register; conversely, MA 130 may not be taken for credit after taking this course.



MAKING and BREAKING SECRET CODES

MA 65.7 Making and Breaking Secret Codes

Mr. Olinick

Shortly after humans discovered the ability to communicate, some persons also discovered that they had secrets they did not wish to share with everyone. These persons developed ways to hide the meaning of their messages so that the message appeared unintelligible to those who had not been provided with the special information needed for decipherment. Thus was born cryptography, the study of techniques to disguise the meaning of messages. Not long after, cryptanalysis, the study of techniques to penetrate such disguises, was created. Codes and ciphers continue to be used today, primarily by spies, the diplomatic corps, the military and many large corporations.

We will examine in this course both cryptography and cryptanalysis from historical and mathematical points of view. The mathematical tools used by the "codebreakers" will be explored as will the narrative of some of their greatest achievements. Topics to be covered include monoalphabetic and polyalphabetic substitution, polygraphic systems, transpositions, modular arithmetic, matrices and elementary probability theory, linear transformations, the application of cryptanalytic principles in the reconstruction of dead languages, and the existence of hidden ciphers in Shakespeare's plays. Extensive use of the computer will expedite solution of problems, but no prior programming experience is needed.

Method of Instruction: Lecture, discussion and student presentation of solved problems and term papers.

Limit on Enrollment: 40

Prerequisites: Three years of high school mathematics

MA 66.7 Projective Geometry

Mr. Peterson

The simplest geometry without parallelism is Projective Geometry. This course will approach projective geometry from two different angles. We will introduce the subject as a straightforward extension of Euclidean Geometry and show how the more general (projective) cast light on the more specific (Euclidean). Having developed the ideas of classical projective geometry and discussed the nature of axiom systems, we will describe our geometry with axioms and develop simple finite projective geometries. Specific topics will include: ideal points and lines, the theorems of Desargues and Pappus, perspective and projection, consistency, the order of a finite plane, the fundamental theorem, non-desarguesian geometries, coordinization of planes, synthetic vs. analytic projective geometry, field planes and the Bruck Ryser theorem.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 30

Prerequisites: MA 200 recommended (see instructor)

MA 67.7 College Algebra and Trigonometry

Mr. Bielli

A course designed especially for those whose high school backgrounds are inadequate for beginning calculus. Approximately 6 hours of lecture per week, extensive homework, several examinations. The course will be taught by students enrolled in Teaching College Mathematics. Every enrolled student will be assigned a tutor from among this group and will meet for at least one hour each day in tutorial session to review homework and examinations. This will be a highly structured intensive course, probably most useful for those intending to start calculus in the Spring term.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 30

Prerequisites: 2 years of high school math

MA 68.7 Teaching College Mathematics

Mr. Bielli

Students enrolled in this course will teach College Algebra and Trigonometry. They will have full control of course design, prepare all materials, plan and deliver lectures, make up and grade homework and examinations, and conduct extensive tutorial sessions. In addition each student will be expected to attend all lectures given by his fellow teachers and participate in regular critiques of all parts of the course. The instructor in this course will attend all lectures in College Algebra and Trigonometry and participate in the critical sessions, but he will not participate formally in any teaching of algebra and trigonometry.

Method of Instruction: Teaching, observing and being observed and by receiving and giving constructive criticism.

Limit on Enrollment: 5

Prerequisites: 2 years of college math (see instructor)

See also Core Courses

Music

MU 69.7 Music Education in Early Childhood

Mr. Skrobela

An introductory course in teaching music to children with focus on preschool age to grade 3—through study, observation and practice. Course will include reading and discussion of various philosophies (Steiner, Kodaly, Montessori, etc.), song and lesson learning, and working with local children. At the end of the month a visit will be made to several schools in and around New York City to observe various style music classes in action.

Method of Instruction: Lecture, discussion, laboratory

Limit on Enrollment: 15

MU 70.7 Chamber Music Ensemble

Mr. Griesheimer

A study, through performance and analysis, of chamber music for standard ensembles, e.g. string quartet, woodwind quintet, piano-string trio, etc. Any combination of instruments for which a substantial literature exists will be deemed feasible. Students should consult with instructor before registering.

Method of Instruction: Rehearsals under supervision of the instructor. Performance of representative repertory at the end of the term.

Limit on Enrollment: 60

Prerequisites: Ability to read music and play an instrument.

MU 71.7 How to Teach Dance

Ms. Holby

Practical analysis of movement and methods of teaching body correctives and basic dance technique for use in studio teaching, special fields, and teaching dance to develop choreographic abilities. Students will learn about dance programs: Artists in the Schools, Community Programs, Dance Companies, Dance Therapy and Studio Instructing, and Dance in Physical Education.

Method of Instruction: Technique classes and classes in choreography.

Limit on Enrollment: 20

Prerequisites: At least one credit-bearing course in dance. Students must discuss the course with the instructor, prior to registering.

MU 72.7 The History of Jazz

Mr. Imbasciani

An historical study, done through readings and intense listening to recordings, of the major eras and outstanding figures of American Jazz, from ragtime and Dixieland, through Armstrong, Ellington, and Parker, to Coltrane and Davis. Discussions and analyses will focus on the development of harmony and form, ensemble, and improvisatory techniques. Readings shall be taken from: Stearns **The Story of Jazz**; Le Roi Jones **Blues People**; Southern **The Music of Black Americans**; Schuller **The History of Jazz**; and others.

Method of Instruction: Lecture and discussion, required listening

Limit on Enrollment: 20

Prerequisites: Some background in music theory, or some performance ability, may be an asset.

See also Interdepartmental

Philosophy

PA 73.7 "An Analysis of Knowledge and Valuation"- C.I. Lewis

Mr. Bigelow

An "in depth" study of this wide-ranging book—a classic of "recent" (published 1946) American philosophy, though not currently as well known as it should be. Instead of the more usual survey of selections from varying philosophies, this course presents a thorough, unified, carefully worked out view in theory of knowledge and in valuation, both moral and esthetic. It is not for beginners. Some previously acquired background is advisable. Since Lewis is in the pragmatic gradition, PA 222 would be a good preparation; also PA 351, PA 223, or PA 406 would be examples of useful preparation. The course will be run in seminar fashion, meeting three times a week for up to two hours.

Method of Instruction: Seminar.

Limit on Enrollment: 20.

Prerequisites: See course description.

See also Core Courses

Physics

PH 74.7 Heat and Thermodynamics

Mr. Gould

The fundamental laws of thermodynamics are presented and applied to gaseous, liquid and solid systems. Heat transfer by conduction convection and radiation is also investigated.

Method of Instruction: Lecture.

Limit on Enrollment: 20.

Prerequisites: PH 109.

See also Core Courses

Political Science

PS 75.7 Public Opinion Sampling

Mr. Thurber

This course is designed to acquaint students with the techniques of public opinion sampling and to afford them practical experience in the application of these techniques. The first two weeks will be devoted to the development of a questionnaire embracing questions on opinions about various issues of pubwcv policy to be used as the basis of the sampling. Following this, the students will be sent out for a day or two at a time to do the actual sampling but will return periodically for an analysis of the results

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to date and to test the validity of the questionnaire. The final week of the course will be devoted to an overall analysis of the substantive findings of the survey.

Method of Instruction: Seminar and practical work.

Limit on Enrollment: 20.

PS 76.7 Government and the Broadcast Media

Mr. Fiorino

The broadcast media in the United States must operate within limitations established by the federal government. In this course, we examine the origins and development of broadcast regulation by the Federal Communications Commission, the political context of regulation, and some of the major policy issues that have faced the Commission in recent years. Among these policy issues are the compatibility of government regulation of a medium of expression with the First Amendment, access of community and public interest groups to the airwaves, standards for the allocation of broadcast licenses, and the extent to which the Commission should become involved in prescribing the quality and diversity of entertainment programming.

Method of Instruction: Lecture and discussion.

Limit on Enrollment: 20.

See also Core Courses

Psychology

PY 77.7 The Psychology of Learning: Then (1930's) and Now (1970's)

Mr. Ewell

In the days of the 1930's and '40's psychologists and educators concerned with the basic processes of learning were contentiously systematic. They were partisan followers of Thorndike, Hull, Tolman, the early Skinner, or perhaps someone else. Now in the days of the 1970's, partisanship has receded or disappeared. This winter program will look at the earlier systematic positions and explore the reasons for the a-systematic stance of the present. Coincidentally we will have to look at the history and philosophy of psychology over the past two generations.

Method of Instruction: Seminar.

Limit on Enrollment: 20.

Prerequisites: PY 207.

See also Core Courses

Religion

RE 78.7 Interpretations of American Religious History

Mr. Ferm

This course will be organized around interpretive essays by historians of selected periods and themes in American history. It will also include the reading of primary sources related to the theme or period. Some of the historians to be read include: Perry Miller, Frederick Jackson Turner, Arthur M. Schlesinger, H. R. Niebuhr A. deTocqueville, W. W. Sweet; some of the themes and periods to be considered are: covenant and democracy, the frontier spirit, a "nation of joiners", civil religion.

Method of Instruction: Seminar.

Limit on Enrollment: 20.

Russian

RU 79.7 The Prose of Vladimir Nabokov

Mr. Davydov

Attention will be focused on an examination of the main stylistic and compositional patterns in Nabokov's prose. Of particular concern will be the methodological approach to problems of plot and motifs. The function of motif within a single novel and the migration of motifs from work to work will be examined. An attempt will be made to reveal the continuity between Nabokov's Russian and English novels. Oral presentation and a paper. (All novels will be read in English.).

Method of Instruction: Seminar.

continued

Limit on Enrollment: 20.

RU 80.7 Russian Winter Workshop

Mrs. Baker

To be taught entirely in Russian, this course aims to give the student the basis for self-confidence in expressing himself on both everyday and more abstract topics. Included will be an in-depth study of the scenario of the film "Ballad of a Soldier", accompanied by a viewing of the film, subsequent re-narration by students, etc.

Method of Instruction: Seminar-Workshop.

Limit on Enrollment: 15.

Prerequisites: RU 201.

RU 81.7 Literary Translations from Russian: Art or Abomination?

Mr. Baker

An examination of some of the problems involved in translating Russian literature into English. Through the use of parallel texts the class will examine translations of works of Pushkin, and when possible will compare different translations of one work. Students will themselves undertake short translation projects.

Method of Instruction: Seminar-discussion.

Limit on Enrollment: 20.

Prerequisites: Russian 202

See also Interdepartmental.

Sociology-Anthropology

SA 82.7 Simulation of Social Life

Mr. Pandiani

Will utilize the game simulation approach to understanding social life. Students will become members of a simulated society, develop rules for social conduct, and work through a variety of problematic social situations. This is not a computer based game, rather students will actually act out social processes. In so doing participants will be able both to experience and witness the emergence of patterns of

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human conduct. Game sessions will be followed by discussion and analysis of processes and events in light of the relevant behavioral science literature. Selected game situations will be video tape recorded and then used to facilitate the analysis of game events and to provide participants with a more objective perspective from which to consider the social processes involved. A packaged set of materials called Simsoc (for Simulated Society) will provide a basis for a segment of the course. It introduces such social phenomena as conflict, leadership roles, exchange theory, and protest and change.

Method of Instruction: Seminar and extended discussion, selected readings, short papers on various units.

Limit on Enrollment: 35

SA 83.7 Sex, Marriage, and the Family in China

Mr. McGough

Sex, marriage, and the family in China will be approached from two different points of view: first, the philosophico-religious background; yin and yang, the five "elements", theories of sex, pregnancy, and birth, the nature of kinship, the soul, ancestor worship, and the sexual alchemy/Tantrism of Taoism. The second will examine the socio-economic setting of the family; the role of the family in production and family size and structure. Marriage will be analyzed as a type of family recruitment, and other topics will include sex roles, alternative forms of marriage, "anti-marriage movements", and marriage and family reforms. The emphasis will be on "traditional" Chinese society, but contemporary China will also be considered.

Method of Instruction: Lectures and discussion.

Limit on Enrollment: 20.

SA 84.7 Childhood in America

Ms. Nelson

An investigation of the images and lives of children from the early colonial days to the present. The course will try to find answers to such questions as the following: How long is childhood? What are the appropriate activities for children at any given time? Where do conceptions of children come from and how and why do they change? What are the implications of these changing conceptions for the roles of "mother", "father", or "parent"? How do the lives of children in different social classes differ at a single point in time (e.g., immigrant children, slave children, children of the aristocracy)? A variety of resources will be used: children's literature, autobiographies, child-rearing manuals, pictures, collections of toys and clothes, and secondary interpretative materials.

Method of Instruction: Lecture and Discussion.

Limit on Enrollment: 20.

See Interdepartmental.

Spanish-Italian

SI 85.7 Intensive Beginning Spanish

Mr. Veguez, Ms. Andreu, Mr. Strolle

Designed to meet the needs of beginners who want to master, within a very short time, the basic structures and vocabulary of the language. Its commitment is to an ordered presentation of all four language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. The approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of language, and the other, language in its situational context. Class meets daily for two sessions of approximately one hour and a half each, with types of materials alternated to provide for exposure to the two approaches mentioned. The student's daily course commitment will include lunch, which will be taken at the Spanish tables with the instructors.

Method of Instruction: Drills and Audio-visual labs.

Limit on Enrollment: 40.

SI 86.7 Intensive Beginning Italian (SI 151)

Ms. McDaniel, Ms. Vaglio

Designed to introduce the student to the Italian language and to provide a foundation in both spoken and written Italian. The approach to the language permits comprehensive coverage of the basic structures and vocabulary of contemporary Italian. Filmstrips and taped dialogues create a culturally authentic environment in the classroom. Printed student materials introduce the written word and drill structures through exercises, dictations, and reading texts. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Classes meet daily for two sessions of approximately one and one-half hours each. In addition to the daily course commitment, lunch will be taken with instructors at Italian tables.

Method of Instruction: Audio-visual supplemented by conventional grammar.

Limit on Enrollment: 40.

SI 87.7 Introduction to Latin American Folklore

Ms. Cara Walker

Latin America will serve as the context for the study of folklore—both as an artistic expressive form and as a formal discipline. The class will study Latin American folk music, folktales, folk art and architecture, foodways, customs, festivals and ritual, in light of the Latin American cultural environment. By the end of the course the students will be able to apply what they have learned to their own field of study.

Method of Instruction: Lectures, class discussions, other class activities.

Limit on Enrollment: 20.

Teacher Education

TE 88.7 Selected Topics in Education

Mr. Nessen, Mr. Jimenez

This course is designed for those interested in practical educational topics relating to elementary and secondary teaching. It is not, however, restricted to those who are or plan to be actively involved in the Teacher Education Program. It consists of seven mini-courses of one week's duration a piece, of which the student is to elect at least four. The topics are: Affective Education, School Design (counts for two course choices), Teaching and Learning Strategies, Education and the TV Culture, The Role of Myths in Education, The Other Curriculum: Art and Music. These topics will be explained in detail on the first day of class so that the students can make informed choices. Each mini-course will require a final written project, in addition to assigned readings and daily seminars.

Method of Instruction: Lecture and seminar

Limit on Enrollment: 40

See also Core Courses
See also Music
See also Mathematics

Theater

TH 89.7 Workshop in "Centering" for the Actor

Mr. Sprigg

An intensive (3 hours per day, 5 days per week) program of physical training designed to allow the actor to discover the sense of centering his body in space and the sense of acting organically out of that sense of center. To achieve this objective, the class will concentrate primarily upon providing training in T'ai Chi Ch'uan and Hatha Yoga. Gymnastics and circus skills will be taught (along with other physical disciplines as time permits) to encourage further physical dexterity and expressiveness. The class will culminate in a series of improvisations designed to encourage an imaginative use of physical skills in a theatrical context.

Method of Instruction: Intensive physical workshop, 15 hours per week.

Limit on Enrollment: 20

Prerequisites: Some previous performance experience is recommended but not required.

See also Interdepartmental

Photography

AR 90.7 (Photography Course)—Helios I (Toward a Personal Statement)

Mr. Dobran

Our underlying objective will be to foster individual sensibility. We will seek and work through any photographic idea, technique and procedure which will further our unique ways of seeing. What will be of real value will be something growing from ourself, something dependent upon our openness, integrity, and willingness to give. A basic knowledge of black and white photographic procedures and techniques is necessary.

Method of Instruction: Lecture, discussion, and demonstration.

Limit on Enrollment: 20.

Prerequisites: A basic knowledge of black and white photographic procedures and techniques is necessary.

Reminder...
Registration
Deadline
is Wednesday,
November 10

Speech Kicks Off History Conference

Hunt Affirms Need forHistorical Judgments

Are you horrified by slavery in America? Nazi genocide? Cold War hatred?

Are you willing to say that you're horrified? These were some of the questions implied in a speech delivered by Harvard's Richard Hunt last Friday. The lecture, entitled "The Irresponsibilities of Relativism: The Need Not to 'Judge Not' But to Judge Well", kicked off a weekend history conference here.

The theme of the conference, "Looking at History: A Projection Screen for our Moral Dilemmas?", reflected its guiding questions: do the study and teaching of history offer any real lessons about individual moral behavior? **Should** they?

Hunt spoke on one aspect of the problem: how our changing written recordings of the past reflect our lack of hard moral judgments. He identified and elaborated three factors which he felt were blurring our vision of history today—revisionism, determinism, and the loss of traditional standards of judgment.

While conceding its uses, Hunt knocked wholesale revisionist views of history, which he called "periodical tamperings" with the past. He quoted Nietzsche's sardonic observation, "To historians is granted a talent even to the gods denied—to alter willfully what has already happened."

Hunt gave examples of fluctuating historical judgment and warned of its dangers. "History" writing may tend to become merely speculative or dangerously naive. Reworkings of history may be simply misleading or flatly inaccurate.

"The subject matter of history is not indefinitely elastic." Finally, revisionist views can never be conclusive; they invite infinite re-revision.

Another factor which, according to Hunt, is warping our view of history is creepin determinism. This "what-else-could-they-have-done" view, Hunt finds, is increasing among his students. Extenuating circumstance and "guilt diffusion" excuse even the commandants of Nazi death camps. There is a pervasive heel-dragging resistance to making condemnatory statements.

This reluctance is one symptom of a general loss of traditional judgments and standards of proof, not only among students but also historians. "Survey" history courses are out. Strikingly new interpretations of history are attracting more interest. Every man is his own historian! A "democracy of judgment" in which "all opinions are equal" seems to be the ultimate end of the trend. In this sort of intellectual climate students are unable or unwilling to give historical moral judgments.

We are the poorer for this "no-fault, guilt-free view of the past", affirmed Hunt. He found that he had to push his students, urge them to express opinions, take stands; he had to ask, "Is it really necessary to pardon and forgive?"

Hunt concluded that, although it is risky to take moral stands and make moral judgments, it is necessary if we are to break out of "fatalistic determinism". Students of history must move beyond relativism and revisionism to "a kind of judicious commitment."

When you read history you should be urged to think about your own convictions. What beliefs are you willing to take a public position on? argue for in a classroom? fight for?...die for? To answer these questions from a study of the past is to gain wisdom in the present. "To know history is to share its triumphs and tragedies with some passion and compassion," said Hunt.

'Emotions Integral in Courtroom'

continued from p. 2

professions, such as Chief Justice Berger were complaining that the quality of trial lawyering was low. "There was and still is somewhat a need to upgrade and make more effective courses in trial lawyering," said Littlefield.

Then, last year, he and John Karr, a trial lawyer in Washington, D.C. and an adjunct professor at the Antioch School of Law taught a course in trial advocacy, the study of courtroom practice, at the law school, using this experimental method. The National Endowment of the Humanities gave the law school a grant of $26,321 to set up the course. "It helped pay for staff, curricular materials, to support materials and for administrative costs," said Littlefield.

According to Littlefield, knowledge of the law is not enough to make a lawyer effective in the courtroom. He also has to be aware of his appearance and manner, "the human element", because these also have an influence over the judicial decision.

"In studying literature and in acting out scenes from the literature, students learned how important the interplay of emotions are in effecting decisions, such as those made in the courtroom. Ethical questions which are raised in the courtroom are influenced by the emotions of the people who are confronting them.

"You may be entitled to raise an objection technically, but you have to consider the emotional impact you have on the judge. You may lose the case because the judge got angry," said Littlefield.

"The interplay of human emotions are an integral element of the courtroom process by which the jury and the judge participate in reaching a decision," he added.

In showing his students how important it is for lawyers to appeal to the emotions of the judge and jury, Littlefield videotaped scenes from literature and courtroom scenes in which the students acted. "We did this so that they could see how they look to other people," said Littlefield. Thus they could see how their voices sound to other people, and what their characteristic gestures and facial expressions were. According to Littlefield, the videotape was a valuable device because most people don't know how they look to other people.

In watching a videotape, a person might realize that he makes a certain gesture which would irritate and thus "turn off" a judge.

The students would act out one scene and see the videotape of it as often as ten times, so that they could correct what was awkward or imperfect and emphasize those aspects of their presentations which were effective.

"The project was a great success," Littlefield commented. "The students improved as performers and as lawyers. We have videotapes to prove it."

According to Littlefield, the course was more than a success in itself. It was also a source of inspiration to other law schools such as Harvard Law School, New York University, the University of Indiana, The Thurgood Marshall School of Law of Texas Southern University and the University of Southern California.

At the beginning, middle and end of the course, these institutions sent some representative deans and faculty to study the success of Littelfield's course.

"Since then, these law schools have planned courses based on the ideas, some of the materials, and techniques used in our course," he said.

Littlefield, Karr, and Jacob Stein, hope to begin putting together the materials, ideas and techniques to make a standard curriculum for the course.

Barber Creates New Major

continued from p. 2

dependent scholar included a junior year at the University of Texas where one full semester course focused solely on learning to identify sounds people make.

It's almost unheard of to graduate with credit for a major not offered by the college. But Middlebury enables students to undertake such worthwhile endeavors with few restrictions. Betsy is happy with the freedom and opportunity with which Middlebury has provided her.

Of late, Betsy's activities include work with two Vietnamese immigrants in the area, learning Vietnamese word meanings; for her thesis project, and teaching English to a war-bride.

Barber has a deep, personal committment to Christianity, although she is not affiliated with any particular deonomination. Her desire to serve God is shaping her future and bringing her happiness.

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WRMC Highlights

Funk, Soul, Jazz Trends Unfold on 'Look Out for Number One'

The Brothers Johnson
Look Out for Number One
A&M Records

One thing is immediately evident when when one first listens to **Look Out for Number One**; George and Louis Johnson are two . of the meanest guitarists in the business. Quincy Jones discovered them while he was working on his hit album, **Body Heat.** He co-authored some of the songs, and word quickly spread about "Thunder Thumbs",(bass player Louis Johnson), and "Lightning Licks" (guitarist George Johnson), till they became the most sought-after session men in the music world.

"I'll Be Good to You", the first song on side one tells the whole story. In its sizzling, almost mellow funk, it begins the frying process that reaches white heat in the outrageous " Get the Funk Out Ma Face", and culminates in the exorcist-gone-funk "The Devil", leaving any listener (try to sit still during this one) fried to a well blackened crisp. Billy Cobham, L Ritenour and Harvey Mason put in guest appearances. An 'interesting' (used here to indicate uncertainty), version of the Beatles "Come Together" and a minor hit, "Land of Ladies" highlight side two. For anybody looking for a representative synopsis of current funk/soul/jazz trends, this album is a must: B-plus.

A.B. for WRMC-FM.

Excitement Missing in *Carnegie Hall* Renaissance Album

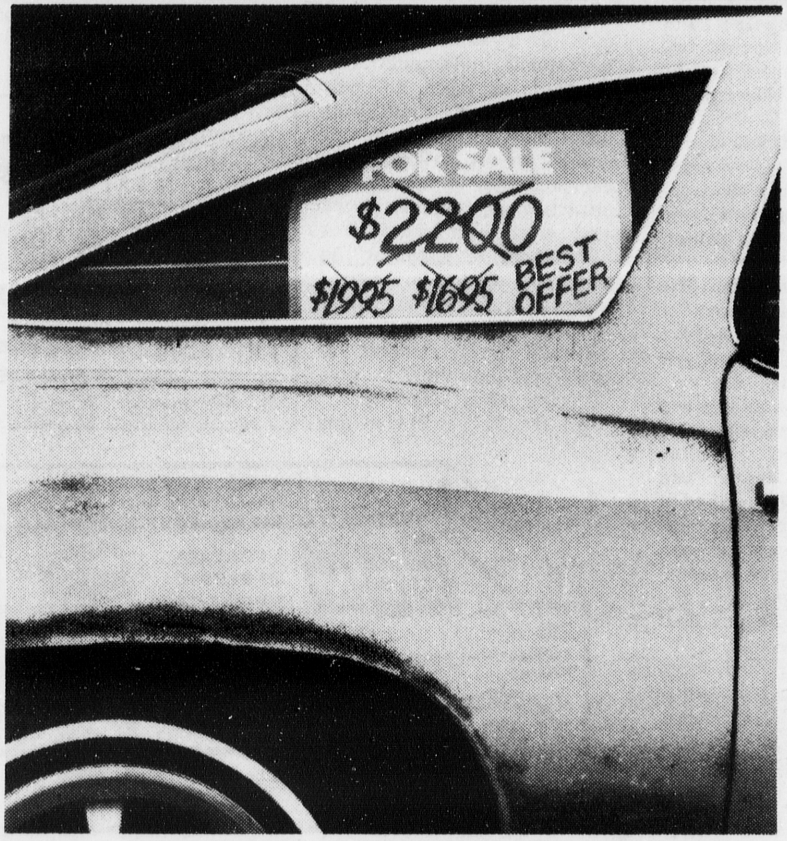
Renaissance
Live at Carnegie Hall
ABC Records

Ihad the opportunity to attend this concert when it was recorded - during the summer of 1975. The audience was almost black tie, and Renaissance was backed by a thirty-piece orchestra and a choir.

Live at Carnagie Hall did the concert perfect justice. Musical perfection, mostly very unexciting was the order of the day, but then it must be remembered that Renaissance is the closest thing in popular music to a classical orchestra. Many of their themes are stolen from classical pieces, and many of their songs are pseudo piano concertos , with would-be soprano Annie Haslam providing the mock operatic vocals.

The nicest thing about this album is that it is actually a "Greatest Hits", in the guise of a live album. The best songs from four previous studio albums are featured, with the only innovative interpretation being a 23-minute version of "Ashes are Burning". If you are looking for a "greatest hits", techically perfect repetition and manifestation of their talent, buythis album. Forget it if you want the excitement of a live concert: a schizophrenic B.

A.B. for WRMC-FM.



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Top Shows of the Coming Week

Wednesday, November 3
12 noon-2:30 Maggie Paine's Mid-Week Respite
4:30-5 The Italian Show with a sampling of Italian music
5-6:30 Afternoon Concert with Dennis Parker featuring Stravinsky's "Rite of Spring"
6:30-7 Evening News
7-7:05 Electronic Rideboard
7:05-9 Evening Concert
10-10:05 Electronic Rideboard
11:30-12 Jazz Revisited this week features "Windy City Jazz"

Thursday, November 4
12 noon-2:30 Mid-day Music with Randy Parker
4:30-5 The French Show with Charles Frankel and Guests
5-6:30 Afternoon Concert
6:30-7 Evening News
7-7:05 Electronic Rideboard
7:05-9 Evening Concert
9-9:30 Perspectives '76 takes a look at the world around us
10-10:05 Electronic Rideboard

Friday, November 5
6:30-7 Evening News
7-7:05 Electronic Rideboard
7:05-9 Evening Concert
10-10:05
10-10:05 Electronic Rideboard

Saturday, November 6
1:20 Middlebury vs. Union football

Sunday, November 7
12-1 Firing Line with William F.Buckley
5-5:30 Sunday Evening Report
8-9 The Pacific Radio Hour "Economics of Energy" Ecologist Barry Commoner speaks to minor relationships between the environment, the productive system, and political economy

Monday, November 8
6:30 AM Peter Holland brings Middlebury "The Right Foot"
4:30-5 Part 10 of a 13 part series "One World For all" Subject this week "Demography: the new Science
5-6:30 Afternoon Concert with Laura Caruso featuring Hayden Symphony #42
6:30-7 Evening News
7-7:05 Electronic Rideboard
7:05-9 Evening Concert with Laura Caruso featuring the "Goldberg Variations" by Bach
9-11:30 Jack Gill playing the greatest hits of Burnt Moose
10-10:05 Electronic Rideboard
11:30-12 "The Shadow"-"Death strikes the Shadow"

Tuesday, November 9
4:30-5 The Russian Show featuring a sampling of Russian music
5-6:30 Tuesday Classical Concert part 1 with Donald Kreis, featuring "Concerto for flute, strings," and continuo in Gminor by Carl Phillip Emanuel Bach
6:30-7 Evening News
7-7:05 Electronic Rideboard
7:05-9 Tuesday Classical Concert part II with Donald Kreis-featured will be "Romeo and Juliet" by Berloiz
10-10:05 Electronic Rideboard

PANTHER SPORTS

From Racing To a Horse Farm to Second All-Eastern

Women's CrossCountry Finishes Second in East

By DUNSTAN MCNICHOL

Anne Christie, Betsy Seeley, Bridget Sewell, Holly Flanders, Julie Worsley, Kate Mooney, Lindsay Putnam, Liz Carey, Moo Thorpe, Nancy Richardson, Janet Kellam, Ruth Baxter.

There they are: the Middlebury Women's Cross Country Team. In the space of about six weeks that group of women went from jogging to Eddy's horse farm to racing to second place of all schools in the East. They established themselves as the second best team in that region last Saturday when they ran against all challengers in an invitational meet in Albany.

That invitational was one of the most prestigious meets the women had ever run in. It was also only their second taste of large, high caliber competition. And this was quite a taste.

A glance at the starting line right before the gun tells you the kind of meet it was. One hundred and fifty women representing thirty-six of the best schools in the East. Schools such as Penn State, Syracuse, Rutgers, and UVM were represented. Even arch enemy UMass was present and seeking to avenge last week's New England defeat.

But the Midd kids were equal to the challenge. When the final woman had crossed the line Middlebury had emerged victorious over all but one team. Only those from Penn State, all of whom were receiving scholarships for their efforts, managed to beat the Panthers.

Here, as in every meet this season, it was captain Moo Thorpe who led the way to the victory. Her time of 18:08 got her twelfth place, and started Middlebury off on the right foot. And it wasn't long until the rest of the women started pouring in, for hot on Moo's heels came the Flying Freshmen.

The trio, reunited after several meets of running alone, monopolized place fifteen through seventeen. Liz Carey was the first frosh in, taking fifteenth place in eighteen minutes and twenty one seconds. Then Holly Flanders sprinted into sixteenth place, just ahead of teammate Lindsay Putnam, the 17th finisher in the race. Holly's time was 18:23, while Lindsay covered the three miles in 18:24.

Once again it was Janet Kellam who completed Middlebury's scoring. Her thirtieth place finish set the Panther's score at 59, well ahead of the rest of the field. Penn State, the winners of the meet, were in a class by themselves, as they placed all their runners in the top fifteen to come out on top with only 16 points.

Middlebury's next finisher was Bridget Sewell, who ran a tremendous race to take fifty third position. She was followed by Anne Christie, who also had a fine day. Anne came in sixty fourth in the massive field.

The women's season is now over. It was, if I may be allowed to slip into severe understatement, quite successful. State champions, New England champions, Eastern runners up. But for an obscure league rule, the women would now be headed to Wisconsin to compete in the nationals, an honor which is reserved only for those who perform extraordinarily well in these post season invitationals.

The women do, at least, have the satisfaction of qualifying for the nationals to go along with all the other satisfactions they have gotten from their undefeated season.

Great credit must be given to coach Terry Aldrich, who taught the girls the subtleties of the sport, such as running as a team, as well as the not so subtle aspects, such as using two shoes. But the ultimate credit must go to the women themselves, every one of them, who ran well over two hundred miles this fall, and proved themselves to be just what they are—champions.

Middlebury Varsity Football Treads on Continentals 31-21

By JIM O'CONNELL

In a topsy-turvy battle the Middlebury Panthers outlasted the Hamilton Continentals 31-21. Middlebury coasted to a big lead only to let up and generate some excitement.

A solid Midd drive featuring several clutch first downs started things going halfway through the first quarter. It was tough line blocking leading Frank Deluca and Roy Heffernan runs that moved the ball. But, a twenty-one-yard pass from Matt Winslow to a wide open Bruce Evans netted the six points.

On two successive Midd gift fumbles (including a dropped punt) Hamilton got the ball on the 15 yard line and easily scored. Then Midd fought off Hamilton defenders and their own mistakes to make a strong drive following the kick-off. Heffernan receptions and Deluca runs were the main weapons and the drive culminated in a 23-yard Brian Miller field goal.

Shortly thereafter Paul Prisby caused a fumble, Midd recovered, and then on a wild, tipped pass Heffernan scored to make it 17-7. The same pattern applied a few seconds later when Greg Farrell caused a miscue which Nick Lagadinos recovered.

John Dobek got the Panthers close and on a tight call Matt Winslow slipped inside the flag for a touchdown.

Middlebury continued its turnover accumulation in the second half as Farrell caused another fumble but a Middlebury penalty halted a Panther drive. However, Lary Petzing stole an aerial and after Ken Chase gathered some key yardage, Evans notched his second touchdown of the afternoon.

Nick Lagadinos totally unloaded on the quarterback and Farrell recovered for a first and goal situation. The game appeared over with free substitutions, a 31-7 margin, and great field position but from here on there was a shocking transformation.

Quarterback Mike Miles was sacked to prevent a touchdown and a few Hamilton passes thrown together with a pass interference call made it 31-13.

The Hamilton shotgun formation and their passing quarterback LaFountaine started clicking and aided by more Midd penalties they scored again to make it 31-21/. Midd seemingly put the game out of reach when a huge hole was opened up for Heffernan who got out of trouble to midfield. However, Joe Marino's punt was blocked and the game ended with the ball in the arms of a Hamilton receiver just out of the end zone - or was he?

There really were two diverse games as the first half stats showed a margin of 198 total yards for Middlebury to 28 for Hamilton. The running, passing, and defense were all as hot as they have been for three quarters. There were hints of underlying problems with fumbles and penalties but these

continued on p. 22

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Panthers Score Seventh Consecutive Win

Varsity Soccer Tips Union Dutchmen 2-1

By Charles P. Peitz

In a very close game, Midd's varsity soccer team ran its consecutive win streak to seven games by defeating U College 2—1., at Union on Oct.30.

The game, played before 400 Union partisons and 4—8 Midd. superfans, (the estimates vary) featured a young but improving Union squad against an increasingly formidable Middlebury Powerhouse.

But it didn't work out that way. Union carried the game to the Panthers who looked flat and unimpressive for most of the game. Union could afford to play very loose since they had little to lose, but Midd., with its E.C.A.C. preoccupation looked like a club which was trying harder not to lose than it was to win.

Even so, Midd. managed to notch the first score at 30:50 in the first half when a hustling Jackie Marrinan crossed the ball in front of the Union goal for Chris Lincoln to blast it in the lower right hand corner for a 1—0 Midd. lead. Moments later, David Emery inadvertently tripped up a Union player in the penalty area, setting up a Union Penalty kick.

Union, who had missed 5 of 7 penalty kicks earlier in the season, selected fullback Peter Martini to attempt the penalty shot. Martini, a prep. school teammate of Midd. goalie Jay Harvey, blasted the ball over the crossbar for a spectacular miss.

The second half found increased Union pressure and only the inspired play of goalie Jay Harvey preserved Midd.'s tenuous lead.

Finally, on one of Midd.'s few offensive sally's into Union's end, Steve Sass hit a perfect cross which Jackie Marrinan volleyed to the left of the Union Goalie.

This goal at 30:20 in the second half was answered at 35:45 when Union's George Garivalties blasted a shot through a screen of players to cut Union's deficit to one.

Union mounted a series of potent offensive rallies but Midd.'s defense jelled enough to preserve this squeaker win, and keep alive their E.C.A.C. tournament hopes.

Special mention should be made of the stellar goal keeping of Jay Harvey as well as the solid job done by Jack Marrinan, Steve Sass, Rich Stone, and Chris Lincoln.

Donnie Parson's, Midd.'s high scoring forward was seriously injured in a head on collision with the Union goalie. Parsons, 5'6'', 140 lbs. broke his jaw when he collided with Union's 6'3'', 170 lbs. goalie.

This victory closed out the team's regular season with an 8—2—1 record and seven consecutive wins. The chance to play in the E.C.A.C. tournaments rests with a league selection committee and a phone call to Coach Ron McEachon.

Varsity Tennis Devestates Plymouth State 8-0

By JOHN MACKENNA

The Women's Varsity Tennis Team completed the regular season with a devastating 8-0 victory over Plymouth State College. The match, with took place October 2(at Middlebury, was the team's tenth. The Panther women have won eight.

The victories came over Green Mountain, Albany State, Colby-Sawyer, Union, Skidmore, Plymouth State, and twice over UVM. Only Williams nd Dartmouth were able to defeat the formidable Panther squad. In those ten matches, Middlebury has won 59 singles and doubles matches to 20 for their opponents.

In the Plymouth State contest, no match went beyond two sets and only once did an Albany woman win more than two games in a set. Only twice did an Albany woman win more han two games in a match.

In #1 singles, Lissa Moran won her match 6-2, 6-1 to stretch her seasons record to 9 wins and one loss. Moran is a freshman.

Marion Taylor, who has compiled an 8-1 won-lost record won her #2 match 6-4, 6-0. Playing #3, Ann Callahan won with a pair of 6-1 sets. Number four, Sue Pevear, won 6-1, 6-2, while Laura Schaefer won her #5 match in 13 games.

The three doubles teams lost only three games between them, led by the top pair of Sally Lent and Delle Moore who, with a 6-1, 6-0 victory stretched their season won-lost record to 8-1. Sarah Lincoln and Elibet Moore, playing #2, equalled their teammates with a 6-0, 6-1 triumph. The #3 pair of Elibet Moore and Sara McNealus followed suit with a 6-1, 6-0 victory.

The 'B' team finished their season undefeated in college competition. Their only loss came at the hands of the Middlebury Town Team, 4-3, in the Panthers' first match.

Women's Swim Team Dives Ahead at Plattsburgh

By K. Lange and L. Salyard

The Women's Swim Team is alive and strong, having just won its most important competition thus far this season at Plattsburgh's International Invitational Swim Meet held Friday, October 29.

Have you ever seen a blue panther swim? Twelve of them were doing just that against McGill, UVM, Plattsburgh, Vanier, and Skidmore—leaving them far behind in the end.

First of all, Panthers Sue Follett, Chris Eaton, Kathy Kohlbry, and Cindy Rowe set a pool record in the 200 yard Medley Relay with a time of 2:04.8. That was just the beginning. Are you ready for more?

In the 200-yard freestyle, Katie Lange placed third (2:23.9) and Dale Comstock placed fifth (2:34.4). Lisa Grater and Kim Ulrich then came on strong in the 200-yard medley to take third and fourth places with respective times of 2:39.1 and 2:40.2.

In the shorter distances, more records fell. In the 50-yard backstroke, Lisa Salyard placed fourth in a time of 33.3 seconds, while freshman Sue Follett set a pool record in that event in a time of 30.2. Minutes later Jody Marvin placed eighth in the 50-yard breastroke and Chris Eaton, newcomer to swimming competition, set a new pool record with a time of 36.1 seconds.

In the 50-yard freestyle, Cindy Rowe and Kathy Kohlbry took second and fourth, both breaking 29 seconds. In 50-yard butterfly, Sue Follett and Abby Wilson took second and fifth places with times of 29.9 and 32.8 seconds.

In the diving competition, Judy Russ and Kim Ulrich took fourth and fifth places.

Not many people can swim four laps of butterfly and still be alive to tell of it, but Kathy Kohlbry and Kim Ulrich proved they could, placing sixth and seventh in the 100-yards competition, both breaking 1:17.0. In the 100-yard freestyle.Cindy Rowe and Katie Lange placed second and sixth with times of 1:02.4 and 1:04.6.

And we have another record. Yes, Sue Follett, again, broke a record in the 100 yard backstroke (1:06.2) *and* Lisa Grater came in third (1:12.0). Chris Eaton and Jody Marving then came in third and eighth in the 100-yard breastroke.

And now, we come to the 500—yard freestyle. That's 20 laps. Katie Lange and Lisa Salyard decided to give it a go. (After all, it's only 7 minutes out of your life, right!). Katie came in fifth in a time of 6:38.9 and Lisa came in sixth in a time of 6:58.6.

To top off the day's competition, Cindy Rowe, Lisa Grater, Kathy Kohlbry, and Sue Follett placed first in the 200-yard freestyle relay in a recorded time of 1:50.0.

In the end, the scores looked like this: Middlebury (359), McGill (277), UVM (266), Plattsburgh (198), Vanier (169), and Skidmore (167). Yes, the Midd women, modeling thier new swim suits and chic sweatpants won the televised competition handily.

Coach Gretchen Adsit has proved that Panthers can swim. She's done a great job and deserved her prize—getting thrown in the pool in the end.

Varsity Football, 'a Well-oiled Machine ?'

continued from p. 21

were shrugged off for a long while.

They came back to haunt Middlebury and demonstrated that thir worst enemy all year has been themselves and their mistakes.

The offense and defense performed well but their penalty yardage was astronomical and not reflective of a quality club. Is this club the well—oiled machine of first three quarters today (and last weeks Bowdoin game), or is it the bumbling, stumbling squad who fell to Trinity two weeks ago? Hopefully the Panthers will display their true colors against their remaining opponents, Union and Norwich.

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Frosh Football Team Slaughters Dartmouth Indians 40-18

By Tony Romano

If you wanted to see a close, tight, right—-down—to—the—wire football game, last Friday, Hanover, N.H. was not the place to be.

For it was there that the Middlebury College Freshmen Football team, erasing a 12—0 1st quarter deficit by scoring four times in the second half, completely demolished the Dartmouth College Freshman Team by the score of 40—18.

It was a game that saw the offense crawl out of its shell and explode for 6 touchdowns and two 2—pt. conversions.

It also saw the defense intercept 5 Indian passes and recover 3 fumbles in turning in their finest performance of the season.

All in all it was one day where the small college boys taught the ivy leaugers how to play football.

Dartmouth got rolling early, scoring twice in the first quarter, making the score 12—0. But Bob DeValle got Middlebury right back in the game early in the second quarter with a fine quarter back sneak. The two—point conversion put the score at 12—8.

The Big Green scored again very quickly but again the Panthers bounced right back on an Andy Nestler 15—yard run up the middle. The first half ended with the score 18—16 in favor of Dartmouth.

The second half was a different story altogether for it was owned completely by the Freshman Panthers. Bob DeValle started off the onslaught with one of his patented quarterback sneaks.

Then Andy Nestler got his second T.D. of the year and suddenly the score was 28—18.

Next it was Donny Roach's turn as he scored on a quick goal-line run thereby making the score 34—18.

For their next touchdown, Middlebury really added insult to injury. The ball was on the Dartmouth 10 yard line and it was fourth down. Couch Steve Bouchard sent in the play which turned out to be a halfback option in which Bob Marchesi takes the pitchout and takes off as if he is running the ball. He then stops and throws the ball to either one of two receivers downfield.

The fake run worked so well that tight end Bob Yeadon was wide open in the endzone and it was an easy six points.

That made the score 40—18 and since there was so little time left the coaches started playing the reserves , thereby giving everyone the taste of victory!

The Freshmen Panthers last game of the year is this Friday at Union. The momentum is definitely going in their direction so the Blue should end up the season with another big win and a fine 3-2 record.

Golf Coach Honored

Walter 'Duke' Nelson, emeritus athletic director of Middlebury College and a well known golfer in the state, has been named an honorary member of the New England Intercollegiate Golfing Association and a permanent member of the association's executive committee.

Nelson was honored at the annual meeting to the organization on Cape Cod along with Tommy Keane of Dartmouth College, Dick Baxter of Williams, and Paul Cieruizo of the University Of Rhode Island.

A native of Dorchester, Massachusetts and athletic director and coach at Middlebury for 30 years, Duke played golf all his life. He played in several Vermont, New York and New England tournaments.

During the 21 seasons Duke coached golf at Middlebury, his teams compiled a record of 143 wins, 95 losses and three ties—and won several state collegiate crowns. In the last event he coached at Middlebury in 1972, the Panther team upset Dartmouth. That successful finale boosted his varsity coaching record in five sports to 501 wins, 430 losses and 30 ties.

Still an active golfer, Duke advanced to the finals for the Middlebury College club title last summer.

Midd Men Compete in X-Country Easterns

By DUSTY MCNICHOL

So there we were, at the Easterns Us and one hundred and thirty three other people. We approached the starting line with no little trepidation. Then, having been informed that the race would not start for another three quarters of an hour, we left the starting line.

Finally the big moment arrived. Nervously we milled around the starting area. The teams with good positions were already lining up right in front of us. As for ourselves, we hopped on the bus that was to take us to our position. We got the worst position out of the twenty three teams.

At last the race began. And several seconds later the Middlebury College Men's Cross Country team started running. It was a good five mile race. Through the first mile we raced: 4:49 and you're in one hundred and twelfth place. and only twenty five seconds behind the leaders.

But Baldy was only eleven seconds back at this point, so we'll follow him through the race. He cruised through the two mile mark in just about ten minutes, which placed him somewhere in the top fifty. 15:15 for three miles, and only two miles to go in the season. He was 21:37 after four miles.

And then, streaking through the last mile of his collegiate cross country career, Baldy started passing lots of people. A final mile time of four fifty five pushed him into thirty sixth place, with a total time of 25:32.

Next, I came across the line in sixty sixth place, just seven seconds ahead of that Canadian boy; what's his name? Oh! Brant, right. Brant McDougal. He finished seventy fourth place with a time of 26:22.

Walter Burrier, completing the best race of his season, was the next blue boy to finish, his in eighty fourth place. And then it was time for the appearance of our rookie of the year, Colonel Harry Heyburn, the pride of old Kentucky. The Colonel came marching home in twenty six minutes and thirty eight seconds to take eighty fifth place, just a stone's throw behind Walter, who was running hard to avoid all those stones.

Jim Goodwin in ninety second place, and Colyn Case in ninety eighth rounded out the scoring for Middlebury. For Casey, a senior, it was also the end of a fantastic career of cross country at Middlebury.

And so that was it for the season. Just a week earlier the Panther harriers had put together their best race of the season in finishing fourth in a field of fourteen at the NESCAC championships. Everyone had performed magnificently as they followed Chris Baldwin's thirteenth place finish closely to score only 114 points, just five points over second place Amherst.

And now the Easterns were past also. There again, everyone had run tremendously. The times were better than most had run in their lives, and yet. . . I guess we should have suspected something when we lined up beside the number two tanked team in the nation. But everyone ran well, and we finished right in the middle of the field, right where we belonged.

It was a season of improvement, thanks to the efforts of our coach, Terry Aldrich, and now we are free to look ahead, through the piles of overdue papers and unread books, to the upcoming track season and even next year.

On the Outside

Variety Show

Dear Messers Finley, Messersmith, Kapstein, et al.,

Thank you ever so much for the wonderful things you have done for pro baseball during the last year. The game is so exciting now thanks to all the new twists you have brought to it. Why it was only yesterday that everyone called baseball a boring sport. Everyday a guy went to the ballpark, or turned on the TV or radio, he knew exactly what he was going to see and hear. The same old players were on the team year after year. No variety.

Like all Boston Red Sox fans, I am particularly appreciative of your tricks, Mr. Kapstein. Our team might have won the league pennant again, and what a bore that would have been. A team has to lose sometimes because variety is the spice of life. You helped them there. You gave Carlton Fisk, Fred Lynn and Rick Burleson a chance to be isolated from their teammates and to feel the bite of an angry press.

You must have been acting on the hunch that the lonliness would eat away at their concentration and spirit, then they wouldn't win so damned much. And by making the fans dislike them, You gave us fans a chance to turn our admirations to Cecil Cooper and Yaz and other less heralded, but solid players. Well thought, Mr. Kapstein! Bravo!

I know you only deserve a small bit of credit for the losing ability those guys showed, but no matter how small your contribution, you tried hard and you deserve your praise.

But the time you really thrilled us was when you and Mr. Finley and Mr. Kuhn did your "vanishing A's" trick. It was like magic! None of us could tell where Joe Rudi or Rollie Fingers would be the next time they turned around. For a few weeks after you shipped them around like cattle headed for the meat market, you had us entranced. You added an entirely new dimension to the game.

And for our New York neighbors, things were even better. "Look! Here comes Vida Blue and, oh look, Ken Holtzman too, and four of his cronies. Imagine that, Ken Holtzman on yet another team! Lucky guy! Think of all the variety he gets. Oh careful, there goes Vida again. That's alright, they can buy him when the season's over."

But the best part of all comes when the season has ended. Now if a team needs a new second baseman, they won't have to wait around for some young snip to grow out of the minors. That's always so dull, watching them as rookies. They get so damned excited! Now they can buy Bobby Grich or Dave Cash. (I wonder if Dave Cash changed his name just for the free agent draft?)

Pretty soon there won't even be any more bad teams. All those neat rich teams with lots of money to spend will be able to buy dynasties, to pick whatever players they need and presto! Dynasty! For all the little piddly teams, well, they'll just keep producing good players so that other teams can buy them, until no one comes to watch them, and they have to throw in the towel.

All you baseball people and all you sports people everywhere are doing a great job for us fans. Now we don't have to get attached to one old group of players. We'll be getting new ones practically every game. And we can learn about their salaries and see what immature people some of them are. Thank you so much for taking a dull sport and making it into an exciting real life experience.

Have a nice Christmas, and I hope Santa leaves you all new Reggie Jacksons,

Sincerely,
Joe Fan

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Announcements!

Special One-day Pottery Workshop at Frog Hollow

Warren MacKenzie, potter from the University of Minnesota, will present a one-day workshop at the Frog Hollow Pottery Studio on Saturday, November 13th. It will be the second in a series at Frog Hollow designed to promote personal contact between Vermont craftsmen and notable people in the field. MacKenzie's Workshop will be a demonstration-talk-movie-slides event. It will start at 10 am in the Frog Hollow Pottery Studio and continue until 5 pm, with a one-hour break around one o'clock. Coffee will be served; please bring your lunch. The fee for the day will be $10. To register, please send $10 and your name and address to Josette Noll, resident potter, Vermont State Craft Center at Frog Hollow, Middlebury, Vermont 05753.

O'Brien Inaugurated President of Bucknell

Dennis O'Brien, former Middlebury Dean of the Faculty, was inaugurated Saturday, October 30 as President of Bucknell College in Lewisburg, Pennsylvania. O'Brien succeeds out-going President Charles Watts.

Dennis O'Brien

O'Brien was Dean of the Middlebury faculty for five years. He came to Middlebury from Princeton University in 1965 to assume the post of Dean of Men and Associate Professor of Philosophy. In 1966 he was promoted to the office of Dean of the College.

O'Brien earned his B.A. at Yale and his Ph.D. from the University of Chicago. He recently published a book on the German philosopher Hegel.

Dennis O'Brien is the second Middlebury dean in two years to leave to become a college president at another institution. Last year, Dean of the Faculty Richard Turner, who O'Brien succeeded, resigned to become President of Grinnell College in Iowa.

Play It Again Sam

"Play It Again Sam"
Woody Allen
Sat. Nov. 6, 7, 9, and 11 Dana
Benefit the Bristol Summer Camp

MMC Trips

Did you check the Middlebury Mountain Club Bulletin Board today? Besure to check it every day for upcoming trips, slide shows, repair clinics, etc. Make sure to visit the MMC office too—to sign-up for a trip, help us plan new activities, to pick up a handbook, or just to visit!

Midd Reps Needed For High Schools

Students interested in representing Middlebury at their local high school during Thanksgiving or Christmas vacation should contact the Admissions Office as soon as possible. We will arrange appointments and provide materials.

Disco Dance

WRMC favorites Fred Jenkins and Adrian Benepe will bring the best in Disco Dance Sounds to Ross Lounge Saturday nite from 9pm to 1am & refreshments will be served.

Come prepared to BOOGIE!! Admission is just 50¢ and all proceeds will go to benefit the United Way of Addison County. See you there!!!

C.E.E.U. Grants for Academic Year Abroad

Beginning with the Fall term, 1977, the C.E.E.U., Brussels, will award a substantial number of cost-of-living grants to American and Canadian juniors, seniors and graduates who are accepted for study in Paris, London, or Madrid through the agency of Academic Year Abroad, Inc. Applicants must enroll for the full university year, and for France and Spain give evidence of some competence in French or Spanish; applicants for England must have at least a Bplus average. Deadline for competed applications is February 15, 1977. For further details and application forms, write: C.E.E.U. P.O. Box 50 New Paltz, N.Y. 12561

Ice Rink Opens Nov. 1

Contingent on ice conditions, the skating rink is set to open Monday, November 1 with skating for members of the college community only from 6:30 to 7:15 pm. The rink will open for general public skating Friday, November 5 from 6:30 to 9pm. Other hours for general skating on the weekend are 2:15 to 4:15 and 7-9 pm Saturday, November 6, and 2:15 to 4:15 pm Sunday, November 7.

MMC Sponsors Speaker

Dr. Charles Houston, professor at the University of Vermont Medical School, mountain climber, and authority on mountain medicine, will present an illustrated lecture on his climbing conquest of the world's highest peaks 7 p.m. Sunday, November 7 in Dana Auditorium.

Sponsered by the Middlebury Mountain Club, his talk on "Random Mountaineering Travels," is free and public.

An outstanding mountaineer, Houston will show slides of the first American Expedition to Mount Everest in 1950, the first American expedition to K-2 in 1953, his work as the director of the High Altitude Physiology Program on Mount Logan in the St. Elias Range, Yukon Territory, and of a recent trip to Mongolia.

In addition to serving as Professor of Medicine and Environmental Health at UVM, Dr. Houston is also a mountaineer, research scientist and physician. He made the first ascent of Nanda Devi in 1936, climbed K-2 in 1938 and 1953, was with the 1950 Expedition to Mount Everest, and has been engaged in 10 years of high altitude research under the HAPP program on Mount Logan. He has served as a small town doctor, and was Peace Corps Director in India.

Classifieds

The official "Norf" Badges are here! Pick one up at the Proctor Information desk.

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